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ABSTRACT

This guide, requested by principals across the nation, is intended to help them successfully implement Reading Recovery in their schools. The guide is organized by topics that experienced principals have said are important to ongoing program operation. To help access information quickly, a detailed table of contents is provided, as well as an index, a glossary, and a troubleshooting section to answer frequently asked questions. Throughout the guide are cross references designed to help principals get immediate information. Following an Introduction, the guide is divided into these chapters: (1) The Principal's Key Role in Reading Recovery; (2) What Is Reading Recovery/Descubriendo la Lectura?; (3) Getting Started; (4) Funding and Budgeting; (5) Personnel; (6) How Reading Recovery Operates in an Elementary School; (7) Professional Development; (8) Monitoring and Evaluating Reading Recovery; (9) Generating and Sustaining Support for Reading Recovery; (10) Working with Parents; (11) Troubleshooting; and (12) The Reading Recovery Council of North America: How the Council Can Help. Appendixes contain sample interview questions, agendas, reports, report forms, lesson record, book graph, and a writing vocabulary chart. A 48-item glossary and an index are also included. (Contains 24 references and 25 figures.) (NKA)

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A Principal's Guide to Reading Recovery

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Principals play a key role in ensuring success for students and teachers. Here, Dr. Kim Ezekiel, principal of Len Lastinger Primary School in Tifton, Georgia listens to a former Reading Recovery student, Jhetaurius Cherry, as he reads a winning poem he wrote for a district competition. Following is his winning Grade 3 submission, which was selected from 120 entries.

The Sea

by Jhetaurius Cherry

In the sea
the water rises up above
as the sun sets.
A single dolphin
slips through the water
like a torpedo
while the cool sea rises.

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A Principal's Guide to Reading Recovery

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Introduction

M. Trika Smith-Burke

Reading Recovery as Part of Your School's Comprehensive Literacy Plan

Reading Recovery provides the early intervention component essential in a school's comprehensive literacy plan. By intervening early, Reading Recovery helps close the achievement gap between the lowest-achieving children and their peers before the gap becomes too large to bridge. In this way, it meets federal requirements to ensure that children are provided with timely additional assistance. Reading Recovery is a safety net for children who have difficulty learning to read and write.

Marie Clay, the founder of Reading Recovery, sees the role of Reading Recovery within a prevention framework similar to that used in the health professions. In the health professions, primary and secondary prevention are both needed before extensive testing and long-term treatment. Primary prevention, such as putting fluoride in the water, benefits the entire population. The comparable primary service in education is excellent classroom teaching for all children—education that reaches the vast majority of children, leaving only a small proportion of children in need of a second-chance program in first grade. With full coverage for those in need, Reading Recovery, as a supplement to good classroom instruction, serves this secondary prevention role by successfully teaching most of these first graders and identifying the small number who truly need further assessment and longer-term service. Both good classroom teaching and Reading Recovery are needed to prevent a significant number of children from encountering reading and writing failure by the end of first grade.

There are schools that are just starting Reading Recovery, other schools are expanding the program to full coverage, while still others are maintaining a mature implementation in light of the demographic, curricular, political, and economic changes endemic to education. With each stage of implementation comes a different set of issues for principals and teachers to address. This guide addresses information needed for all stages of development.

About This Guide

This guide, requested by principals across the nation, is intended to help you successfully implement Reading Recovery in your school. It is organized by topics that experienced principals have said are important to ongoing program operation. To help you gain quick access to information, we've provided a detailed table of contents, an index, a glossary, and a troubleshooting section to answer frequently asked questions. Throughout the guide, you will find cross references designed to help busy principals get immediate information. While new principals may want to start at the beginning of the guide and read from front to back, the guide is also designed as a reference for specific topic areas. The guide is intended to support your efforts to reach and maintain full coverage, allowing your school to meet the needs of the children who need service, thus providing literacy opportunities for all children.

Though the guide offers practical direction and information in a number of areas, it is intended to supplement your work with the teacher leader and site coordinator for your district. These key personnel (described in Chapter 5) will guide your Reading Recovery work.

Happy reading!

Chapter I

The Principal's Key Role in Reading Recovery

As a principal, you have a key role in protecting your investment in Reading Recovery and ensuring success for children and teachers. Members of the school staff share a vision for children's learning, but you have the power and responsibility to assist them in making Reading Recovery an integral part of that vision.

The full power of Reading Recovery requires teamwork, time, and thoughtful planning. But with a principal's skillful leadership, Reading Recovery offers substantial benefits to students, teachers, and the school system. The intervention not only offers strong results for lowest-performing children, its intense training also creates superb early literacy experts who are available to work with other children and staff in your building. In addition, as low-achieving children progress through Reading Recovery, they begin to participate in reading and writing instruction, making classroom instruction more manageable. Figure 1.1 reviews some of the many benefits Reading Recovery offers.

Over the last decade, Reading Recovery professionals have examined a wide range of factors that are critical to sustained effort and successful outcomes. These factors, listed in Figure 1.2, provide a road map for thinking about your role in Reading Recovery. Details for each of these factors are provided in this guide.

Figure 1.1
Benefits of Reading Recovery

Reading Recovery offers substantial benefits for students, teachers, and schools because it creates

- an understanding of the need for early intervention and assessment.
- a powerful research-based assessment system for identifying first graders having difficulty with early literacy.
- strong staff development for teachers of the lowest-achieving children.
- a systemic approach to early literacy intervention.
- increased capacity within each school to address and analyze problems related to reading difficulty (K–2).
- a demonstration that low-achieving children can learn, changing perceptions and expectations.
- strong models for teaching low-achieving children.
- increased self-esteem and self-efficacy for initially low-achieving children because they know they are learning to read and write
- data to allow staff to assess reading skills and track reading progress
- a model of teaching that uses ongoing observation of student learning as the basis for instruction.

Because children know they can read and write, Reading Recovery provides increased self-esteem and self-efficacy for initially low-achieving children.

Figure 1.2
How to Ensure Success in Reading Recovery

- Become knowledgeable about Reading Recovery and be able to articulate its goals, purposes, practices, and results to various audiences, including the wider community.
- Have a plan for continuous school improvement and incorporate Reading Recovery as an integral component.
- Build commitment to Reading Recovery through collaboration among the entire staff.
- Create a collaborative school Reading Recovery team working together to support all children's literacy.
- Work with the school Reading Recovery team and district-level administrators to achieve a goal of providing Reading Recovery service to every child who needs it in your school and district.
- Select teachers for Reading Recovery training who have potential for intensive, high-quality service to children having the most difficulty in learning to read and write.
- Manage space, time, and materials to support excellent teaching and learning.
- Support teachers in initial training and ongoing professional development so that they consistently increase their skills.
- Continuously monitor and evaluate results of Reading Recovery using this information to problem-solve and improve results.
- Model high expectations for all students.

Chapter 2

What Is Reading Recovery/Descubriendo la Lectura?

Reading Recovery is short-term (12 to 20 weeks) early intervention that helps lowest-achieving first-grade children develop effective strategies for reading and writing and reach grade level. Descubriendo la Lectura is the reconstruction of Reading Recovery for Spanish-speaking students whose literacy instruction is delivered in Spanish. The goal of Reading Recovery, both in English and Spanish, is to help children become successful readers and writers who have increased capacity for reading development through classroom instruction. Both Reading Recovery and Descubriendo la Lectura are supplemental to good classroom instruction. The key elements are

- intensive, daily one-to-one instruction for first-grade children most at risk for reading failure;
- a year-long training course and continuing professional development through which educators learn and continue to explore proven, research-based theory and procedures;
- research and evaluation to monitor results and provide support for participating educators and institutions; and
- a long-range plan to chart the course toward full implementation[1] and literacy for all children.

These elements are supported by the Reading Recovery Council of North America, the North American Trainers Group, and the National Data Evaluation Center. (See glossary for definition of each organization.) Figure 2.1 outlines the three-tiered structure that supports training and implementation in Reading Recovery.

Figure 2.1
Three Tiers for Reading Recovery Training and Implementation

Schools – Students
Principals, Reading Recovery Teachers,
School Reading Recovery Team

At the school level, Reading Recovery students receive individual lessons from a specially trained Reading Recovery teacher. The principal works with teachers and teacher leaders providing leadership and coordination with other staff, parents, and the community. The school Reading Recovery team works to embed Reading Recovery within the larger operation of the school.

Training Site Level (Single District or Multiple Districts)
Teacher Leaders, Site Coordinator

At the school district or training site level, teacher leaders work with children, train teachers, and assist and monitor implementation. The site coordinator works with the teacher leader, administrators, and the community to secure resources and support the work of the teacher leader and teachers.

University Training Center
University Trainers

In university training centers, trainers work with children, train teacher leaders, engage in research, and support ongoing implementation at affiliated sites. University trainers advocate for Reading Recovery at the regional and state level and provide professional development for Reading Recovery personnel.

Standards, Guidelines, and the Reading Recovery Trademark

Reading Recovery's consistent and reliable results for students are based on scientific research with hard-to-teach beginning readers (Clay, 1982). The underlying rationales, principles, and practices of Reading Recovery/Descubriendo la Lectura are discussed in *Standards and Guidelines of the Reading Recovery Council of North America* (Reading Recovery Council of North America, 2001).[2] These standards and guidelines both inform and support the many professionals responsible for establishing and maintaining Reading Recovery/Descubriendo la Lectura sites across the United States. Reading Recovery and Descubriendo la Lectura professional personnel understand and apply the rationales underlying the standards and guidelines.

Reading Recovery's consistency and integrity are protected by a trademark granted by founder Marie Clay to The Ohio State University in the United States and to the Canadian Institute of Reading Recovery in Canada. Permission to use the trademark is granted royalty-free and is contingent upon compliance with the published standards and guidelines.

Reading Recovery in the National Policy Context

Currently, a great deal of attention is focused on education and specifically on literacy as a primary goal for elementary school students. There is also great concern about closing the achievement gap between low- and high-achieving children. Local, state, and national initiatives call for assurance that all children will be competent readers and writers by the end of third grade. The popular perception is that those who do not become readers by third grade are highly unlikely to achieve high levels of literacy in the future and are likely to face difficulties in other areas of schooling.

A much stronger statement could be made based on research and experience with students. Juel (1988) found that children who are poor readers at the end of first grade are highly likely to be poor readers in fourth grade; conversely, average readers at the end of first grade tend to be average or above average readers in fourth grade.

The research on Reading Recovery's effectiveness is summarized in *Reading Recovery Review: Understandings, Outcomes, and Implications* (Askew, Fountas, Lyons, Pinnell, & Schmitt, 1998). This publication includes summaries of Reading Recovery studies with their outcomes.

Reading Recovery provides effective extra help at just the right time, when teachers can see that children are lagging behind. Unfortunately, without focused, intensive, individual teaching, some children will be left behind, whatever the classroom program and no matter how effective it is. Reading Recovery teachers have expertise, special training, and the support of their teacher leader to help even those children who are very confused and unable to learn from classroom programs. Therefore, Reading Recovery has an important role in the national vision to make all children successful in literacy.

Meeting Requirements of the 2001 Elementary and Secondary Education Act[3]

The No Child Left Behind Act, the reauthorization of the Elementary and Secondary Education Act (ESEA) of 2001, requires reading programs to

- meet the criteria of research that applies rigorous systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties;
- employ systematic, empirical methods that draw on observation or experiment;

[1] Full implementation - A school has reached full coverage when it has enough Reading Recovery teachers to reach all children defined by that school as needing Reading Recovery. This generally is 20 percent or more of the first-grade cohort.

[2] The edition referred to throughout this guide is the third edition revised and published June 2001.

[3] A detailed description of how Reading Recovery meets ESEA standards can be found in the Advocacy section of the Reading Recovery Web site, www.readingrecovery.org.

Descubriendo la Lectura is the reconstruction of Reading Recovery for Spanish-speaking students whose literacy instruction is delivered in Spanish.

- involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- rely on measurement or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Reading Recovery's Scientific Base

Reading Recovery has a strong scientific base that meets the ESEA criteria.

- The structure and design of Reading Recovery are consistent with a large body of substantial research on reading and writing behaviors that began in the 1960s and continues today.
- Research on Reading Recovery uses systematic, empirical methods to collect data annually on all children receiving service. Data are collected systematically at three points throughout the intervention and on a random sample of children for comparison purposes.
- The evaluation process tests at least three hypotheses annually: (1) Reading Recovery children will increase their skills in the following areas necessary for reading: letter identification, reading vocabulary, concepts about print, writing vocabulary, hearing and recording sounds in words (phonemic awareness), and text reading; (2) children who successfully complete Reading Recovery will perform on literacy measures within an average band of their classmates who do not need the program; and (3) children who successfully complete Reading Recovery will continue to make gains in text reading and writing vocabulary after leaving the program.
- Reading Recovery uses systematic and simultaneous replication studies to document program outcomes for all children served, adhering to standardized methods, instruments, and time lines across all schools, school districts, training sites, and states. Replication is important because it allows scientists to verify results. Assessment in Reading Recovery has been replicated across time and location with remarkable consistency.

- Reading Recovery research is reported in numerous peer-reviewed research articles or research reviews that offer support for various aspects of Reading Recovery.

Reading Recovery and the Five Essential Components of Reading Instruction

Each Reading Recovery lesson includes reading, writing, and word work. The five essential components of reading instruction as described in Reading First, part of the ESEA Act, are part of daily Reading Recovery lessons. The following sections review how Reading Recovery lessons includes the five components: phonemic awareness, phonics, vocabulary development, fluency, and comprehension.

Phonemic Awareness

The U.S. Department of Education describes phonemic awareness as "the ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words." Reading Recovery teachers

- assess phonemic awareness using Hearing and Recording the Sounds in Words
- use sound boxes to train children in phonemic awareness
- help children hear sounds in sequence
- help children write words by how they sound in writing
- assess letter recognition with the Letter Identification test and the Concepts about Print test
- help children use magnetic letters to learn to look at and recognize letters
- help children write letters with explicit verbal instructions
- make personal alphabet books
- help children use letters and clusters and look carefully across words, picking up letter-sound relationships
- help children use letters to monitor reading

Phonics

The U.S. Department of Education defines phonics as "the understanding that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words." Reading Recovery teachers

- assess phonics/decoding skills with the Word Test, Hearing and Recording Sounds in Words, and Text Reading (error analysis)
- help children learn about words and word parts by using magnetic letters
- help children take words apart while reading
- help children construct words while writing
- help children conduct left-to-right analyses of words
- assess phonics/decoding skills daily on error analysis in reading
- help children use magnetic letters to build words, including substituting consonants and vowels, adding endings and prefixes, and other analyses
- use sound boxes to help children learn letter-sound relationships
- use the white board during reading to explicitly teach word analysis
- help children analyze words on a practice page while writing messages and stories

Vocabulary Development

The U.S. Department of Education describes vocabulary development as the "development of stored information about the meanings and pronunciation of words necessary for communications." The department identifies four types of vocabulary: listening, speaking, reading, and writing. Reading Recovery teachers

- assess vocabulary with the Word Test, Hearing and Recording Sounds in Words, and Text Reading
- help children use magnetic letters to build words using parts

- help children take words apart while reading
- help children construct words while writing
- help children conduct left-to-right analyses of words
- teach meanings of new words during the book introduction
- foster discussion of the story using new vocabulary after daily reading of a new book

Fluency

In the U.S. Department of Education definition, "fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time." Reading Recovery teachers

- provide for rereading texts to gain ease and fluency
- provide opportunities to hear explicit demonstrations of phrasing in fluent reading
- use specific prompting for phrasing in fluent reading
- use techniques such as masking the text to make the eyes move ahead
- encourage flexibility in varying the speed of oral reading to match the difficulty of the text (new or more difficult texts will generally affect fluency)
- help the child use punctuation as an aid to phrasing and fluent reading

Comprehension

The U.S. Department of Education refers to comprehension strategies as "strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text." Reading Recovery teachers

- emphasize meaning consistently and strongly
- use language and learning conversations to support and assess comprehension
- prompt explicitly to help the children search for and use meaning during reading
- prompt and support children in construction of meaning during reading and writing
- teach children to use meaning and language structure as tools for self-monitoring

Reading Recovery teachers use magnetic letters to help students learn to look at and recognize letters.

Chapter 3

Getting Started

Laying a Foundation for Success

Before making a decision to implement, you may want to think about what Reading Recovery is and what it is not. As indicated in Figure 3.1, when you adopt Reading Recovery, you are implementing highly effective one-to-one tutoring for first-grade children who are experiencing extreme difficulty learning to read and write. Reading Recovery requires long-term commitment and broad ownership on the part of the school and district staff, but it concentrates services in the first grade. It is important to understand Reading Recovery's role in a comprehensive program: what it is and what it is *not*.

You will want to have a specific plan for implementing Reading Recovery over time. The benefits will be evident immediately as you see children make accelerated progress, even when Reading Recovery teachers are in their training year; however, long-term planning is required to realize the full potential. When there are enough Reading Recovery teachers to serve all the lowest-performing first graders, schools find that the tail end of the distribution curve is removed so that nearly all children can achieve through good classroom instruction. Reaching all children who need Reading Recovery is called full coverage or full implementation. Achieving full coverage requires

Figure 3.1
What Reading Recovery Is and Is Not

What Reading Recovery *Is*	What Reading Recovery *Is Not*
• one-to-one individual teaching	• group or classroom instruction
• provided by a specially trained, certified teacher	• delivered by volunteers or para-professionals
• ongoing professional development for teachers	• a program you buy to put in place for teachers
• adopted as a school initiative by the school staff	• one person's mandated program
• supplementary to good classroom teaching	• the only reading instruction a child receives, and also not a substitute for good classroom teaching
• for first-grade, lowest-achieving readers only	• a comprehensive program to improve literacy achievement in all grades
• data-driven teaching to continuously monitor children's progress	• a program that labels children through extended testing for disabilities
• a short-term early intervention that prevents further difficulties in literacy	• a long-term service for children
• a long-term school commitment for lowest-achieving first graders	• a quick fix

a long-term plan. (See Chapter 6, How Reading Recovery Operates in an Elementary School.) A list of an implementation plan's components is presented in Figure 3.2.

Broad Ownership

One of the first elements of the plan is to achieve broad ownership for Reading Recovery. The basic premise is that faculty have a stake in the success of every cohort of students who enter the school in kindergarten. It is in everyone's best interest for students to be successful in every grade. For some students, early individual intervention is essential. Getting first graders on a path of achievement provides a foundation for success in subsequent grades. Every teacher, even those in Grades 2 through 6, should understand that Reading Recovery contributes to schoolwide student success.

The school Reading Recovery team (detailed in Chapter 6) plays an important role in creating ownership. Principals promote successful involvement when they

- provide information such as articles, news clippings, books, and Web addresses so that staff members become acquainted with Reading Recovery.
- have Reading Recovery teachers talk to the staff about the program.
- provide opportunities for staff members to observe lessons and training sessions.
- invite the staff to discuss how Reading Recovery fits within the vision of the school.
- have upper-grade teachers talk about former Reading Recovery students and their achievements in later grades.
- have children talk about their experiences in Reading Recovery.
- show video tapes that demonstrate the impact of Reading Recovery on individual children before and after their lessons.
- have parents of Reading Recovery children talk with the staff about its benefits for their children.

If you plan to adopt Reading Recovery, the entire staff deserves to become knowledgeable and participate in the decision-making process; the more the ownership is shared, the greater the success will be. After Reading Recovery's initial adoption, broad ownership will still need to be supported and enhanced to promote continuous improvement. Refer to Chapter 9 for ways to build upon and sustain initial staff momentum. Of course, you will want to ensure that any new personnel in your building are educated about Reading Recovery so that they, too, can be part of the vision.

When you implement Reading Recovery and Descubriendo la Lectura, you are implementing highly effective one-to-one tutoring for first-grade children who are experiencing extreme difficulty learning to read and write.

Reading Recovery is supplementary to good classroom instruction.

Figure 3.2
Reading Recovery Plan Components

Many components help to ensure a strong Reading Recovery plan. These include

- placing Reading Recovery as a safety net within a comprehensive literacy program
- training enough teachers in Reading Recovery to reach full coverage
- securing funding from diverse sources
- selecting and training successful teachers
- supporting continuing contact (continuing education) for Reading Recovery teachers
- selecting staffing models for use of teachers' time when they are not teaching Reading Recovery
- protecting Reading Recovery teaching time
- building stakeholders' knowledge and ownership
- sharing understandings about Reading Recovery
- establishing school Reading Recovery teams
- evaluating and reporting outcomes
- monitoring former Reading Recovery children's progress and serving as their advocates
- institutionalizing Reading Recovery in your school
- keeping Reading Recovery visible and dynamic
- evaluating and revising the Reading Recovery plan on an ongoing basis
- utilizing teacher leader expertise in planning and implementing the program
- rotating teachers after four or five years to increase Reading Recovery teaching capacity in the school

Chapter 4

Funding and Budgeting

Reading Recovery is a long-term investment in children's educational futures, and it is wise to examine costs carefully and include cost benefits in the plan. In fact, Reading Recovery needs to be an ongoing priority in the school improvement plan, ideally supported by a funding stream that is broad based rather than dependent on temporary funds or a single source of income.

A number of cost factors are related to Reading Recovery's implementation. Some of these expenses are start-up costs and can be funded by grants; however, you will want to be sure that regularly available funds support ongoing operation. It is best to assure that both the school Reading Recovery team and district central office support the funding plan.

In some areas or districts, the budget is controlled centrally; for others, it may be school or site based. Even if the budget is centrally controlled, principals can play a key role in leveraging funds by talking about results and keeping Reading Recovery in the public eye. Be sure to inform central administrators regularly about Reading Recovery in your school and also involve parents. Invite funding decision makers to visit and talk with teachers about the effects they are seeing. Reading Recovery cost factors are summarized in Figure 4.1 and discussed in more detail in the following paragraphs.

Teachers' Salaries

Reading Recovery provides the most skillful and highly trained teachers for the children who require the most help. Enabling these children to become good readers in the first grade will save dollars later on, but they will require extra resources in the early years. The greatest cost for

Figure 4.1
School Cost Factors Related to Reading Recovery Implementation

Personnel

Portion of teachers' salaries related to Reading Recovery

Materials For Each Teacher

Initial set of leveled books (replacement books in subsequent years)

Supplies (writing books, tape, general supplies)

Furniture (easel, appropriate tables, chairs)

Training and Implementation

Initial training (tuition for graduate credit and, in some multi-district sites, training fees to pay for teacher leader time)

Continuing contact and technical assistance from teacher leader

Conferences for teachers and administrators (optional)

Professional books

Data collection (forms or Web-based)

Special computer data runs

Reading Recovery requires an extensive collection of books because children read a new book each day. Books are organized by levels, from 1 to 20.

most programs is the teacher's salary. For example, a Reading Recovery teacher working with four or five children per day would represent one-half of a full-time equivalent (FTE) salary. Remember that the teacher performs other duties the rest of the day and also serves at least eight children in Reading Recovery over the course of the year. (See Chapter 6, Figure 6.2, Reading Recovery Staffing Models.)

Materials and Supplies

Reading Recovery requires an extensive collection of short paperback books because children read a new book each day—one that has been carefully selected by the teacher to support expanded reading skills. For example, a child who has 20 weeks of lessons will require a minimum of 110 to 130 individually selected books; many books will be reread and taken home. An individual teacher working with four children per day will need books that range from very simple texts to those that children would read at the end of Grade 1.

Each teacher needs a starter set of books that will be expanded over the years. Replacement books will also be needed each year. You can work with the teacher leader to get specific details about the number of books and funding needed.

Each teacher will also need a magnetic chalkboard easel, magnetic letters, erasable white board and markers, heavy paper for sentence strips, blank writing books, book boxes, and general supplies such as white correction tape, paper clips, and scissors. Some supplies will need replenishing each year. Teacher leaders will help assess the teachers' inventory of supplies and determine what they need. (See Figure 4.1)

If appropriate furniture is not available, you will want to purchase two chairs and a child-sized rectangular table with plenty of room on the tabletop to organize all books and supplies for the lesson. School desks pushed together will not provide enough space.

Training

Another start-up cost is related to teacher training. As described in Chapter 7, Reading Recovery teachers participate in a year-long training with a registered teacher leader. In some districts, the central office incurs the cost of teacher leader services, so there is no training fee; in others, the school is required to pay a fee for training. There may also be fees related to university tuition. Some states or sites support these fees; in other areas, schools or individuals pay the tuition. Other sources of training funds include foundation grant funding, partial support from local service clubs, and federal sources. Working out these initial costs will require communication with central office personnel.

Training typically begins with a summer session (usually one week) prior to school opening; stipends may be required to pay teachers for this extra time. Other training sessions generally take place during after-school hours. These sessions usually require professional books, and schools often reimburse these costs for teachers.

After the training year and as long as they are in Reading Recovery, teachers participate in ongoing training called continuing contact. The Standards and Guidelines of the Reading Recovery Council of North America call for a minimum of six sessions per year, but most teacher training sites require more. These continuing contact sessions focus on teaching and are extremely important in helping teachers maintain and further develop their skills.

There are costs associated with continuing contact because teacher leader services are required on a regular basis. In some multidistrict training sites, there is a charge for continuing contact. The teacher leader also monitors children's progress in the program, supports school Reading Recovery teams and principals, and continues to provide technical assistance to teachers after the training year. If districts provide teacher leader services centrally, schools may not have to plan for continuing contact costs in their budgets; however, the costs still exist. Continuing contact is sometimes scheduled during the teachers' Reading Recovery teaching time and is the only reason that teachers should plan to miss lessons. In these cases, substitutes will not be needed; but if sessions are scheduled during the other part of the day, you may need to budget for substitutes depending on the teachers' other assignments.

A training option many districts consider is sending teachers to one Reading Recovery conference per year. Attendance is strongly recommended in the training year or in the year following training. This helps teachers realize they are part of a larger vision and they can network with other teachers. Conferences offer a range of sessions in which experienced Reading Recovery personnel work with teachers on improving teaching. This opportunity to encounter a broader perspective builds professional expertise. The RRCNA Web site, www.readingrecovery.org, has information about national and regional conferences.

Funding Sources for Reading Recovery

Most schools with Reading Recovery use federal funds from the Elementary and Secondary Education Act (ESEA), which was reauthorized by PL 107-110, the No Child Left Behind Act of 2001. Title I of the ESEA authorizes funds for improving the academic achievement of disadvantaged children and includes

- Basic grants (Part A),
- Reading First grants (Part B),
- Grants for the education of migratory children (Part C), and
- Comprehensive School Reform funds (Part F).

Basic grants under Part A used for schoolwide reform must include activities to ensure that students who experience difficulty are provided with timely additional assistance, otherwise known as a safety net. Reading Recovery is an effective safety net for first-grade students struggling to read and write.

Reading Recovery is based on scientifically based research (see page 5, Reading Recovery in the National Policy Context) and incorporates the essential components of reading instruction described in the No Child Left Behind Act.

In addition to Title I, some schools use

- Title II funds to train highly qualified teachers
- Title III funds for limited English proficient and immigrant students

Other potential sources of federal funds are

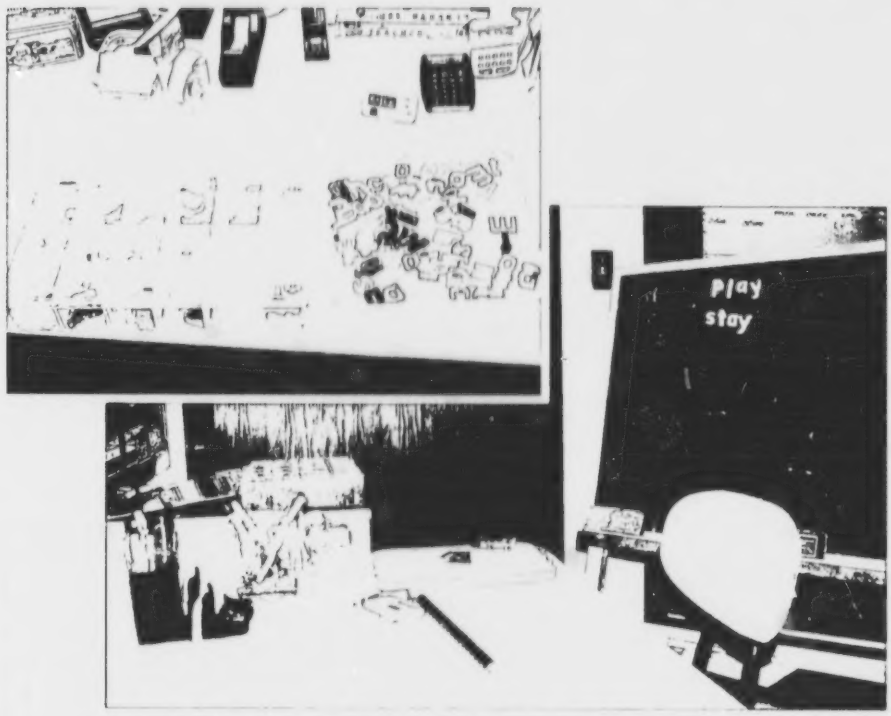
- Twenty-First Century Community Learning Centers (21CCLC) competitive grant funds under Title IV
- Innovative Program state grants under Title V

Most of these federal funds are distributed in each state by the state education agency (SEA), although some are awarded directly by the U.S. Department of Education. In addition, more than a dozen states have appropriated early literacy funding from their state budgets that can be used for Reading Recovery (based on a 2000 survey by RRCNA). They include Arkansas, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Missouri, New Hampshire, Ohio, Rhode Island, and South Carolina.

Creative Funding

An important activity for the principal and school Reading Recovery team is to think outside the box when finding resources for implementation. Remember that flexible staffing ultimately represents dollars. You may have staff time in the school that you can allocate in different ways to provide time for Reading Recovery. For example, principals and the school Reading Recovery team can be quite creative in finding ways to cover classes, or they can become more efficient in other ways so that teachers are released to provide Reading Recovery services. In this case, no extra funding is needed.

Another funding option is to use multiple sources to fund a Reading Recovery teacher's day. Since



Each teacher needs a magnetic chalk board easel, magnetic letters, heavy paper for sentence strips, blank writing books, book boxes, and general supplies such as markers, white correction tape, paper clips, and scissors.

Reading Recovery teachers typically work a half-day in duties outside Reading Recovery, special funding may support their part-day work, including special education, bilingual education, or Title I funding. Funding should be part of your long-range plan for Reading Recovery.

Justifying the Costs of Reading Recovery

The costs outlined above may be challenging, but over time, Reading Recovery is not as expensive as retaining children or putting them through long-term supplemental programs. As Richard Allington has said, "We must face the fact that some children will cost more to educate than others" (1995, p. 262).

When you look at the costs, you also have to consider the benefits. Reading Recovery turns frustrated and failing children into confident readers who feel successful at the start of their school careers. Teachers also benefit greatly from the highly professional training; they can use their expertise as they work with students during the other half of the school day.

Remember, too, that costs of Reading Recovery should be a joint effort between you as a principal and the central office in your district. In many regions and states, funds are provided to make Reading Recovery accessible to schools.

Chapter 5

Personnel

The beginning of this guide stressed the key role of the principal in Reading Recovery's success. This section describes the roles of other important personnel, with emphasis on the relationship between their roles and yours as principal. (Selection criteria for Reading Recovery personnel is discussed in Chapter 6.) Among the advantages of the Reading Recovery network are the layers of support and problem solving available; ultimately, all of these layers support teachers in providing the highest level of quality service to children.

Reading Recovery Teacher

Reading Recovery teachers' primary responsibility is to teach children in their schools. Reading Recovery teachers

- teach a minimum of four children daily in individual 30-minute Reading Recovery lessons.
- collect and maintain data on both children enrolled in Reading Recovery and children tested as part of the random sample for the school.
- record children's reading and writing behaviors during Reading Recovery lessons and use data to make moment-to-moment teaching decisions within Reading Recovery lessons.

Reading Recovery teachers consult with teacher leaders on problems related to children's progress and on implementation in their schools.

- collaborate with classroom teachers.
- communicate with parents.
- continue to refine and improve teaching through continuing contact. (See Chapter 7 for more about continuing contact.)
- ask for teacher leader consultation on problems related to children's progress or implementation of Reading Recovery in the school.
- serve as a member of the school Reading Recovery team. (See Figure 6.3 for discussion of school Reading Recovery team membership.)
- take responsibility, working with the principal, for implementation of Reading Recovery at the school level, which could include creating effective schedules as well as arrangements of space and materials.
- serve as a resource for classroom teachers in supporting Reading Recovery children in the classroom.
- collaborate with other Reading Recovery teachers in the network to refine their teaching.
- perform other duties as assigned during the part of the day when they are not teaching Reading Recovery lessons, for example, teaching in classrooms.

As principal, your responsibility is to support Reading Recovery teachers in performing all of the above tasks. In addition, you will want to monitor the implementation of the program, asking, for example:

- Are daily lessons being provided for children?
- Are teachers keeping and using records?
- Are classroom teachers and Reading Recovery teachers collaborating in regard to individual children?
- Are schedules working well?

- Do Reading Recovery teachers have the materials they need and is space adequate?
- Is the teacher leader consulted in a timely manner when Reading Recovery teachers are having difficulty with a student's progress?
- Is the school Reading Recovery team meeting regularly?

A larger question to be asked is whether children are making progress in Reading Recovery. On a regular basis, you will want to look at the reading graphs maintained by Reading Recovery teachers. These graphs indicate the rate of progress that students are making. These documents will reveal problems such as frequent absence by either child or teacher, which must be addressed if the child is to succeed. They will also indicate when the teacher leader's help is needed. Talk with Reading Recovery teachers about individual children and the progress and problems you observe. This persistent monitoring of progress makes Reading Recovery work efficiently.

Another important way to interface with the Reading Recovery teacher is to facilitate training and continuing contact, both of which require transporting children to the training site for lesson observation and discussion. Many principals provide transportation or attend training sessions when children from their school are part of the observation lessons. Attending training sessions provides a valuable opportunity for you as a principal: not only will you observe two lessons, but you will also hear teachers talking about their work in very precise ways that will help you gain a greater understanding of the teaching.

Finally, it is essential to recognize the hard work and achievements of Reading Recovery teachers (as with other teachers in the school). Completing the initial year-long training is a monumental achievement that represents several hundred hours of intensive work beyond the school day. It is appropriate to congratulate teachers or recognize them in some way. These teachers make a commitment to ongoing professional development as long as they are in Reading Recovery. You may also want to celebrate with the child and with both Reading Recovery and classroom teachers when a child has successfully completed lessons. Another option is to congratulate the entire group of teachers for a particularly successful year of serving children.

First-Grade Classroom Teacher

In addition to their responsibilities for providing excellent classroom instruction, first-grade teachers play an important role in Reading Recovery. The child's progress depends on the combination of good classroom teaching and one-to-one instruction in Reading Recovery lessons. First-grade classroom teachers

- observe their students in Reading Recovery lessons to gain valuable information about strengths and needs that will help them make classroom teaching of these students more effective.
- include Reading Recovery children in classroom reading instruction every day.
- modify classroom instruction so that Reading Recovery children are reading materials at an appropriate level.
- adjust the number of assignments to account for the 30 minutes that the child is out of the classroom.
- continuously observe the Reading Recovery child to notice acceleration, then adjust the instructional level as needed to take advantage of progress.
- communicate regularly with the Reading Recovery teacher about the child's progress and its impact on the child's total school experience.
- communicate positively with parents about the child's participation in Reading Recovery and what it means.
- serve as a member of the school Reading Recovery team.
- provide information as needed to the principal and teacher leader about the child's progress.
- provide opportunities for the child to reread books from Reading Recovery lessons at school if there is not enough support at home.
- work closely with the Reading Recovery teacher after the child's lessons are discontinued to assure continued progress.

As the principal, you can communicate strongly to classroom and Reading Recovery teachers that you expect them to work together, and you can provide opportunities for them to do so. You also will be monitoring the classroom instruction regularly. As you monitor classrooms, you can communicate with classroom teachers about the progress and participation in instruction of Reading Recovery children.

Reading Recovery Teacher Leader

Every Reading Recovery teacher is connected to a teacher leader. Teacher leaders may work for a single large district or may work across districts connected in a consortium. Teacher leaders may also work for centralized educational agencies contracting with schools for services.

The main idea, though, is that Reading Recovery teachers must have a teacher leader to provide initial training, continuing contact, and assistance at the school. A teacher leader's primary responsibility is to provide training and assistance to Reading Recovery teachers, not classroom programs.

As a principal, you have a right to call on the teacher leader for help in making your Reading Recovery implementation as successful as it can be. Reading Recovery teacher leaders

- teach students daily in Reading Recovery lessons.
- teach the initial training class for new Reading Recovery teachers.
- provide continuing contact for previously trained Reading Recovery teachers. (Reading Recovery guidelines supporting program effectiveness suggest limiting the number of teachers supported and monitored by teacher leaders to 42 or fewer.)
- support development of the school Reading Recovery team.
- monitor the progress of children in Reading Recovery.
- engage in problem solving with teachers and principals about children who are having unusual difficulty.
- problem-solve with teachers and principals about implementation issues.
- provide assistance to the principal if there is a Reading Recovery teacher in need of extra support for any reason.
- oversee data collection and reporting.
- participate in selection of teachers for Reading Recovery.
- guide selection of children for Reading Recovery.
- provide guidance in purchasing materials and supplies, as well as finding appropriate space for teaching.
- provide information sessions for different audiences about Reading Recovery.
- provide training for principals on Reading Recovery implementation.
- provide information to principals about Reading Recovery's success in the school.
- teach and support Reading Recovery teachers' writing of an annual school report.

It is the teacher leader's responsibility (rather than the principal's) to observe Reading Recovery teachers and provide assistance and feedback on specific teaching in Reading Recovery lessons; however, the principal is ultimately the teacher's supervisor.

The principal, teacher leader, and the school Reading Recovery team need to work together to ensure successful teaching as well as high-quality implementation in the school. It is important here to recognize that the RRCNA Standards and Guidelines have provisions to maintain the integrity of the program. Teacher leaders must uphold these standards at school and district levels, and some issues cannot be compromised (for example, service to the lowest-achieving children first).

Site Coordinator

The site coordinator is responsible for overseeing and managing the implementation of Reading Recovery at the district level or, in the case of multiple districts, the consortium level. Reading Recovery site coordinators

- arrange for university credit for Reading Recovery courses that are taught at the site.

- are responsible for assuring that the site is in compliance with the RRCNA Standards and Guidelines.
- support the teacher leader's work.
- protect the teacher leader's time.
- secure internal and external funding for Reading Recovery.
- provide information on funding to school and district personnel.
- create a budget with the help of the teacher leader.
- manage the budget for Reading Recovery at the site.
- oversee the long-range site plan for Reading Recovery.
- interface with all levels of administration for school districts.
- work to embed Reading Recovery within larger comprehensive plans.
- assist teacher leaders with recruitment of new teachers to be trained.
- work to institutionalize Reading Recovery in districts.
- build ownership for Reading Recovery at the district level.
- collaborate with university training centers on issues related to training and implementation.
- network with other site coordinators to find creative solutions to problems.
- work toward full implementation of Reading Recovery in every school.
- examine and use data for continuous improvement.
- disseminate information to various audiences.

The site coordinator and teacher leader work together to provide support for principals in understanding Reading Recovery. Your site coordinator can provide information about funding as well as assistance in ongoing problem solving. The site coordinator will be able to provide information about the budget responsibilities at school, district, or site levels. The site coordinator should be informed if problems arise in working with teacher leaders or if there are other serious problems with implementation. The site coordinator will also appreciate information to help create positive public relations for Reading Recovery either locally or at other levels, so be sure to share news of success with your site coordinator.

District Reading Recovery Coordinator

While the site coordinator is responsible for overseeing and managing implementation of Reading Recovery at the training site level, some multidistrict sites recruit a district coordinator to serve as a link between the school district and the Reading Recovery training site. The district coordinator is usually a central office administrator or principal who serves on the advisory team for the site and functions much like a site coordinator, supporting the work of the teacher leader.

University Trainer

University trainers are faculty members who have established centers for training Reading Recovery teacher leaders. University trainers have broad responsibilities that include

- administering the university training center.
- training teacher leaders.
- conducting research and evaluating programs.
- implementing, developing, and expanding Reading Recovery.
- providing leadership for Reading Recovery at local, state, national, and international levels.

Teacher leaders may be trained at any university center, but after training, every teacher leader is attached to one university center for professional development and research support. The university center also provides consultation to teacher leaders on training, implementation, and data collection. A teacher leader registry maintained by RRCNA certifies that a teacher leader has been trained and is serving as a teacher leader; it also specifies the particular university center with which the teacher leader is affiliated. University trainers work closely with site coordinators on every aspect of Reading Recovery. Visit the Directory section of RRCNA's Web site (www.readingrecovery.org) for the most up-to-date list of trainers and the 23 university training centers in the United States.

Chapter 6

How Reading Recovery Operates in an Elementary School

This section describes the operating decisions and factors that boost your students' success in Reading Recovery. Topics addressed in this section are

- Reading Recovery as a component of a comprehensive literacy program
- successful teacher selection
- staffing models used in Reading Recovery schools
- Reading Recovery school teams
- standards and rationales for selecting Reading Recovery students
- practical issues contributing to teaching efficiency (space, scheduling, time allocation, materials)

Figure 6.1
Two Problems for Educational Systems

"There are two problems for an education system to solve: how to deliver good first instruction in literacy, and what kind of supplementary opportunity to provide for children who are low achieving in the classroom's good instructional program."

— Clay, 1996, p. 1

Reading Recovery: One Component of a Comprehensive Program

As a principal, you probably are working with your staff on a comprehensive school improvement plan to increase literacy achievement. Reading Recovery is designed to support that plan by raising achievement of struggling students who cannot profit even from good classroom instruction. Moreover, Reading Recovery provides this service early in the students' careers before the gap becomes unnecessarily wide.

A comprehensive plan is generally directed toward improving classroom instruction, but it must also include effective safety nets needed for some students. In other words, a comprehensive plan involves good classroom teaching, early intervention, and continuing extra support for a few students. Whatever your instructional philosophy or approach, provided teaching is of high quality, Reading Recovery functions as a short-term supplement to classroom instruction for lowest-achieving children in first grade. Marie Clay, Reading Recovery's founder, wrote this summary about how classroom programs work with early intervention in Reading Recovery.

> Children can enter Reading Recovery from any program and return to any program. Reading Recovery does not require classroom programs to change. However, some things make it harder for Reading Recovery children to continue to improve after discontinuing, and these things include a weak classroom program or one with low achievement outcomes.
>
> Reading Recovery cannot be compared with any classroom program or any teaching method. It is designed to take the children who become the lowest achievers in any classroom and were taught by any teaching method and provide them with a series of lessons supplementary to that program. (Clay, 1996, p. 1)

Kindergarten and first-grade teachers are well able to identify children who are behind their peers; in addition, the individual assessments used by Reading Recovery teachers provide detailed information about children's current understandings. As a safety net, Reading Recovery has two positive outcomes.

- Positive Outcome #1: The child no longer needs extra help and the service is discontinued.
- Positive Outcome #2: A recommendation is made for additional assessment. Appropriate school staff members collaborate to plan future learning opportunities for the child.

Reading Recovery serves as an intervention that can accelerate learning as it reduces retentions and referrals to special education.

Staff Selection for Reading Recovery

Minimum standards for Reading Recovery teachers are published in the *Standards and Guidelines of the Reading Recovery Council of North America* (Reading Recovery Council of North America, 2001).These standards require that teachers selected must

- be employed in a school system that has a commitment to full implementation.
- hold teacher certification.
- have a record of successful teaching experience.
- have successful bilingual teaching experience if applying for Descubriendo la Lectura.
- be certified or nearing completion of requirements for certification in bilingual education if applying for Descubriendo la Lectura.

Guidelines established by RRCNA refer to characteristics that are highly recommended and include selecting teachers who

- have at least three years teaching experience with primary-age children.
- demonstrate evidence of adaptability and problem solving.
- are willing to learn, acquire, and apply new skills and knowledge.
- show evidence of good interpersonal skills with colleagues.
- make application voluntarily.
- are screened through an interview and selection process.

The closer your staff members exemplify the above guidelines, the easier it will be to implement Reading Recovery with success. In addition, it is helpful for candidates to read about the program and to see a Reading Recovery lesson before making a final decision to apply for training.

Many principals have found that a rigorous interview and selection process contributes to the success of Reading Recovery because it helps both candidates and staff members recognize the serious responsibility the Reading Recovery teacher holds. The teacher must complete conceptually demanding training that includes successful demonstration of teaching skills. In addition, the Reading Recovery teacher teaches intensively with great demand for time on task and keeps careful and detailed records of students' progress. The

Successful teaching experience is one of the criteria for Reading Recovery staff selection. Teachers volunteer for yearlong rigorous training in Reading Recovery.

Figure 6.2
Reading Recovery Staffing Models

Model	Description	Advantages
First-grade shared classroom model	Reading Recovery teachers share a first-grade classroom. One teacher serves Reading Recovery students for a half-day while the other teacher teaches their first-grade classroom. Their roles then reverse the other half-day.	This is often a preferred model because the Reading Recovery teachers are part of the first-grade team. Joint team membership promotes communication between the Reading Recovery teachers and first-grade classroom teachers. Instructional support for Reading Recovery students can be more easily coordinated and enhanced.
Kindergarten model (or shared kindergarten model)	A Reading Recovery teacher works a half-day as a Reading Recovery teacher and a half-day as a kindergarten teacher.	The Reading Recovery teacher can utilize literacy instructional skills and experiences to build the early literacy skills of kindergarten students. By strengthening the kindergarten literacy program, teachers can help students reach higher levels of reading and writing skills. As a result, students who still need Reading Recovery in first grade enter the Reading Recovery program with more skills and may require less time to discontinue.
Second-grade shared classroom model	This model is the same as the first-grade shared classroom model, but two teachers share a second-grade classroom (half-day second grade and half-day Reading Recovery).	Reading Recovery teachers can help support former Reading Recovery students who are now in second grade. These teachers can also positively influence the second grade literacy instruction.
ESL model	The Reading Recovery teacher teaches Reading Recovery students a half-day and teaches ESL students the other half of the workday.	Reading Recovery teachers can positively influence the ESL curriculum. ESL students can be successfully served in Reading Recovery and the ESL/Reading Recovery teachers may be particularly effective in meeting their needs.
Special education model	The Reading Recovery teacher teaches Reading Recovery students a half-day and teaches in a special education program the other half-day. (Special education classes are funded by special education monies, while Reading Recovery is funded by sources other than special education.)	Reading Recovery teachers can positively influence the special education curriculum and work with other special education staff.
Small-group model in the primary grades	A Reading Recovery teacher teaches Reading Recovery students a half-day and works with several small groups of students focusing on literacy skills the other half-day. This model works best when the Reading Recovery teacher works alongside the classroom teacher.	Reading Recovery teachers can build literacy skills of at-risk students. As a result, some may no longer be in need of Reading Recovery service or may enter the program with more skills to accelerate their progress in Reading Recovery.

Reading Recovery teacher leader should be involved in the selection process. Some sample interview questions are included in Appendix A.

Other qualifications may be important to consider in selecting Reading Recovery teachers and are largely dependent upon the staffing model you choose for your school. If you want to use a Reading Recovery teacher as a staff developer during the other part of the day, be sure that the person selected has had previous staff development experience and has been an excellent primary teacher with recent experience using your classroom literacy program.

Staffing Models for Reading Recovery Teaching

Typically, Reading Recovery teachers work with four or five children per day, which is roughly equivalent to one-half day of service. It is strongly recommended that Reading Recovery not be a full-time assignment. Experience has shown that with so many children to know in great detail, teaching may tend to become mechanical rather than tailored to the individual child's strengths.

There are many choices for making good use of the Reading Recovery teacher's time during the rest of the day. This decision should be based both on what is needed in the school and on the teacher's areas of strength. Figure 6.2 lists a number of staffing model options that many principals have found to be viable.

It is important to consider the qualities of individual teachers when selecting a staffing model. This includes the teachers' previous experiences, the insights they will take back to their other roles, ways to ensure that they will be effective in both roles, and the needs of the school.

Reading Recovery and Descubriendo la Lectura teachers should not be isolated from their colleagues. To succeed, Reading Recovery must be part of the regular classroom program as much as possible. For this reason, principals may also want to consider staffing models that will promote primary classroom teachers' ownership of Reading Recovery and yield the most benefits to the regular classroom literacy program in the school. Many schools have plans for rotating teachers to full-time classroom roles after four or five years in Reading Recovery or Descubriendo la Lectura. This practice will build ownership of the program, provide more flexibility in staffing, and increase the number of teachers with new understandings about early reading and writing processes. The region or district will also continue to have new teachers participating in training classes, keeping Reading Recovery dynamic and increasing the shared knowledge of teachers in the system.

Coverage

Like other principals, you may have questions about coverage and how many Reading Recovery teachers your school will need. Your answer will depend upon the number of children in your school that need Reading Recovery's extra help to become competent, confident readers and writers by the end of first grade. Some answers will be readily available by looking at reading levels and other scores of children at the end of the year. Other indicators might include the number of first graders unable to read or read well enough to succeed in second grade, or those kindergartners considered not ready for the school reading program in Grade 1. You can also confer with kindergarten and first-grade teachers who have the experience and expertise to provide very good advice on the number of children who will need extra help.

Full coverage in Reading Recovery has been reached in a school or in a system when there is a sufficient amount of trained teacher time available to serve all children defined by that school as needing the service. Generally, this is 20 percent or more of the first-grade cohort. Schools usually move to full coverage over time. Only at the point of full coverage will the dramatic decrease in the number of children with difficulties be realized. With full coverage, you serve the entire group of children who need extra help, and the great majority of them are moved into average levels within the classroom. Back in the classroom, Reading Recovery students continue to progress with their average peers when they have good teaching and a rich learning environment.

Partial coverage presents some hard decisions. If for example, you have 100 first graders in four classrooms and only one Reading Recovery teacher, it is possible that you may take the lowest-progress child from each classroom. If you want to see how Reading Recovery can make a difference in the achievement group, however, you may want to assign the Reading Recovery teacher

to one or two classrooms, working with the classroom teachers to remove the tail end or low group. This pilot demonstration provides a chance for the Reading Recovery teacher to work with a greater number of lowest achievers in these classrooms, demonstrating the benefits to all children. The classroom teacher will be more effective because the majority of children will profit from classroom instruction, and the teacher will have more attention to give to all of the children in the class. The pilot demonstration can then open the door to increasing Reading Recovery service by adding enough teachers for adequate or full coverage.

When implementation is partial—when there is not yet enough teacher time to serve children who need help—difficulties often occur. For example, teachers may remain frustrated by the number of children who lag behind in reading. In spite of partial implementation problems, it is important for schools to be persistent and to focus on successes of individual children. Many problems disappear as schools approach full coverage.

Sometimes the need for coverage in a particular school seems overwhelming, with a large percentage of the children in first grade needing help. If this is the case in your school, you and your staff should also be addressing other issues such as classroom programs and practices beginning in pre-kindergarten and kindergarten classes. Reading Recovery is the safety net for a good, comprehensive literacy program in a school. With an effective program, you can easily configure the Reading Recovery support needed.

For example, a school identifies about 25 children as needing Reading Recovery. Each child will have 12 to 20 weeks of daily 30-minute lessons. If one Reading Recovery teacher, working part of the school day, serves four children daily, the school would need three Reading Recovery teachers. In turn, each of those teachers would serve at least eight children per year. Numbers vary because of student mobility, student absence, number of lessons needed by individual children, and effectiveness and efficiency of teaching.

Figure 6.3
Membership of the School Reading Recovery Team

- Reading Recovery/Descubriendo la Lectura teachers
- Principal
- First-grade teachers
- Kindergarten representative
- Second-grade representative and all other grade levels serving former Reading Recovery children
- Reading Recovery teacher leader (The Reading Recovery teacher leader is a critical member of the Reading Recovery team in the initial stages of implementation. In subsequent years, the teacher leader serves as a consultant on particular issues when needed.)

Other Important Members to Consider

- Special education representative
- ESL representative
- Other appropriate personnel, e.g., school counselor, school psychologist, reading specialist, Title I representative

School Reading Recovery Teams

As recently as ten years ago, most schools with Reading Recovery did not have school Reading Recovery teams to help coordinate their implementation, but in recent years, teams have become a key component of a smooth, effective program. School Reading Recovery teams meet regularly to engage in problem solving regarding Reading Recovery's effectiveness and efficiency at the school level. The principal's active participation in the Reading Recovery team is essential to success. There is strong evidence from research that the principal's commitment is the single most critical factor in school improvement. Without the principal's strong, positive leadership, achieving a positive difference becomes less likely.

Members of the School Reading Recovery Team

Membership on the school's Reading Recovery team depends on the composition of staff and specialists who work in the school. (Membership in the school Reading Recovery team is reflected in Figure 6.3.) Grade-level representation also depends on how many years a school has had Reading Recovery. During the initial year of implementation, it will be necessary to include only first-grade teachers and kindergarten and second-grade representatives; but as former Reading Recovery children move up in the grades, school Reading Recovery teams should add third- through sixth-grade representatives as appropriate.

The teacher leader's participation in the Reading Recovery team is very important during the initial implementation of Reading Recovery in the school, while teachers are in the training course. The teacher leader helps staff in setting up the Reading Recovery team and in understanding its role. Other ways the teacher leader assists the school's Reading Recovery team include

- consulting on problems related to staffing, training, student selection, use of space, evaluation, scheduling, and other important aspects of Reading Recovery. .
- helping staff members understand rationales for Reading Recovery standards as well as the components of the lesson.
- serving as a consultant when the Reading Recovery team tackles difficult issues.

Figure 6.4
Purposes of the School Reading Recovery Team

- Understand the purposes and design of Reading Recovery.
- Discuss selection of Reading Recovery children in the fall.
- Monitor progress of children in Reading Recovery.
- Discuss specific children, providing a common focus for the staff.
- Follow up on the status of former Reading Recovery children.
- Relate the work of programs in the school such as Reading Recovery, special education, Title I.
- Provide a common forum for communication and problem solving.
- Offer opportunities for learning for the school staff.
- Examine data and prepare a school report at year-end.
- Develop goals and recommendations for improving Reading Recovery results in the school.
- Develop a plan to reach and maintain full coverage.
- Assess need for training another Reading Recovery teacher.
- Call on the Reading Recovery teacher leader's expertise in Reading Recovery team discussions of teaching and implementation.

Purposes of the School Reading Recovery Team

Although Reading Recovery teams serve a variety of functions, the primary purpose is to monitor the progress of children in Reading Recovery and to guide implementation in the school. The team's work embeds Reading Recovery within the larger operation of the school. Figure 6.4 reviews the purpose of the school Reading Recovery team.

In many schools, every Reading Recovery team meeting agenda starts with "How are we doing?" On a regular basis, team members discuss Reading Recovery children's progress. The Reading Recovery team helps first-grade teachers and Reading Recovery teachers collaborate to support specific children. In addition, Reading Recovery team members may be assigned as advocates to gather information on former Reading Recovery students and to discuss them with the team at meetings.

The school Reading Recovery team solves implementation problems and works for collaboration among staff. The team provides interface between Reading Recovery, classroom programs, and other important programs such as special education, Title I, and English as a second language.

The Reading Recovery team also serves as a forum for discussing schoolwide literacy issues. Participants have reported that the experience expands their understanding about Reading Recovery as well as other aspects of literacy teaching and learning. The team examines data on the progress of individual children and evaluates how Reading Recovery affects the school by providing

Figure 6.5
Characteristics of Effective School Reading Recovery Teams

- School Reading Recovery teams serve as a key component of the Reading Recovery implementation plan.
- Membership includes all appropriate personnel, including grade-level representatives of former Reading Recovery children. (As children move up the grades, add more representatives.)
- The principal attends and actively participates in all meetings.
- Members of the Reading Recovery team meet regularly (at least four to six times each year) for one-hour meetings and are respectful of time limits.
- A calendar is developed for the year so that meetings can be scheduled in advance.
- The principal facilitates meeting scheduling and any arrangements necessary (e.g., class coverage) so that all members can attend.
- The physical setting invites collaboration.
- An agenda is developed prior to the meeting, reflecting thoughtful decisions about what is appropriate for the Reading Recovery team members to learn.
- Each Reading Recovery team member is assigned at least one former Reading Recovery child to check on and report progress at the team meeting.
- Priority is placed on monitoring children's progress and follow-up status, then taking action to gather data or intervene if needed.
- The meeting facilitator is changed each meeting, indicating broad ownership of the purposes and function of the Reading Recovery team (rather than relying on the Reading Recovery teacher or principal).
- All members of the Reading Recovery team actively participate in all meetings.
- The Reading Recovery team sets annual goals for continuous improvement based upon evaluative data.

Figure 6.6
Why Take the Lowest-Achieving Child?

Reading Recovery is designed for children who are the lowest achievers in the class/age group. What is used is an inclusive definition. Principals have sometimes argued to exclude this or that category of children or to save places for children who might seem to "benefit the most," but that is not using the full power of the program. It has been one of the surprises of Reading Recovery that all kinds of children with all kinds of difficulties can be included, can learn, and can reach average-band performance for their class in both reading and writing achievement. Exceptions are not made for children of lower intelligence, for second-language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures, or for children who have...been categorized by someone else as learning disabled.

From M. M. Clay. (1991). "Reading Recovery Surprises" In D. DeFord, C. A. Lyons, & G. S. Pinnell, (Eds.), *Bridges to Literacy* (p. 60). Heinemann, Portsmouth, NH.

acceleration for the lowest-achieving children. Each year, Reading Recovery team members examine data and prepare a summary report of overall success. From that process, the school Reading Recovery team generates recommendations and sets goals for improvement in the next year.

Characteristics of Effective School Reading Recovery Teams

The characteristics of effective school Reading Recovery teams are summarized by the statements in Figure 6.5. As these statements reveal, effective Reading Recovery teams have a high degree of ownership, structure, and careful planning. Principals report that time for Reading Recovery team meetings is well spent because it provides a structured time to talk about children's progress. It also allows dialogue to help participants clarify their thinking. The six hours per year devoted to Reading Recovery team meetings is a small investment to make in the education of the school's lowest-performing children.

Shifting Agendas Across the Year

The initial meetings of the school Reading Recovery team will center on educating staff about Reading Recovery and the requirements for effective implementation. Appendixes B and C show two agendas for Reading Recovery team meetings in a school system with an established Reading Recovery program. The agendas reveal how the meeting focus and emphasis shift between fall (Appendix B) and spring (Appendix C). The agendas also reveal that a portion of each agenda is used to report on children's progress—both current and former Reading Recovery students. Appendix D shows how Fort Bend ISD in Texas has defined data elements for their routine reporting.

Selection of Children

Any child who is in first grade for the first time, is one of the lowest-achieving students, and is not served by another literacy program is eligible for Reading Recovery service. On the surface, the definition seems quite simple, but principals often encounter real dilemmas regarding selection of Reading Recovery children. Among the arguments,

- Why shouldn't tutoring be reserved for students who show promise?
- Why not wait to serve the lowest children: they might get better or they might go to special education anyway?
- Doesn't it make more sense to move the higher-of-the-low kids quickly through Reading Recovery and then go on to the harder-to-teach children?
- How can the lowest children be identified when there are so many intervening

factors, such as children who do not speak English as a first language?

- Why not just put the truly lowest children in special education since they are likely to go there anyway?
- Why not exclude children with many absences in kindergarten so a teaching space will not be wasted?

These are frequent and recurring questions in Reading Recovery. The following sections offer rationales for selecting the lowest-achieving children and explains why children should not be excluded because of potential special education diagnosis, limited English proficiency, or high absence patterns.

Selecting the Lowest-Achieving Children

Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Early in the school year, each first-grade classroom teacher is asked to place students in rank order of reading achievement. The lowest third of each class is tested using the Observation Survey of Early Literacy Achievement. Based on results, Reading Recovery teachers begin lessons with the lowest-achieving first graders.

There are some very good reasons for taking the lowest-achieving children first into Reading Recovery. The primary goal of Reading Recovery is "to dramatically reduce the number of learners who have extreme difficulty in literacy learning and the cost of these learners to the system" (Clay, 1994). Accomplishing this goal means directly confronting the most severe problems. If you do not intervene early and intensively with the hardest-to-teach children, a group of them will never have the opportunity to learn. Thus children with literacy difficulties will continue to exhibit problems and remain a source of concern throughout their school careers. (Figure 6.6 provides Marie Clay's explanation for selecting lowest-performing students.)

When a child enters the program, it is difficult to reliably predict the rate and level of progress (Clay, 1993b, pp. 86–94). As much as possible, you take the most severe cases so that any child who truly needs help will not be missed. Some children who score very low on the initial assessment actually do make very rapid progress, but others require the most skilled teaching available. Left without individual Reading Recovery help for even a few weeks, these children will become increasingly confused, and their chances of catching up will be greatly decreased. These are the children least likely to benefit from classroom teaching and most in need of extra help. They are the least able to wait for service. Reading Recovery experience indicates that there is no guarantee that those who score slightly higher actually take less time in the program. Reading Recovery data collected in the United States since 1984 show that there is good potential for the lowest achievers to succeed, but they need top pri-

During each lesson, the child writes a story. The Reading Recovery teacher then copies that story on a strip of paper and cuts up the sentence into parts. The child reassembles the sentence during the lesson and later takes it home and reassembles it with parents.

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ority. *Reading Recovery: A Guidebook for Teachers in Training* (Clay, 1993b) provides more in-depth discussion of the rationale for student selection.

Special Education as an Alternative

Educators should be quite cautious in determining whether young children will need special education of any kind. Measures are unreliable when applied to very young children. Preselecting children for special education based on our predictions (and thereby withholding Reading Recovery) simply makes the prediction come true; it limits the child's potential and calls for very expensive services over the next 12 years. Reading Recovery is designed as an early intervention; with this service, many children will not need special education. It is also excellent diagnostic teaching that will help children even if they are later referred for special education services.

Serving Special Education Children in Reading Recovery

A number of first-grade children may already be enrolled in some type of special education program, such as learning disability tutoring. If children are receiving special help in reading, they should not be considered for Reading Recovery because students are already receiving a literacy intervention. If they are receiving other special education services, however, such as counseling, mathematics, speech and language, or behavior management, they may be served in Reading Recovery, provided they are the lowest achievers in the class, their primary reading instruction is in a regular first-grade classroom, and they are receiving no other literacy intervention.

ESL Children

Many children in our schools today speak a language other than English in their homes and communities. Bilingual programs are sometimes provided for speakers of Spanish; in this case, Descubriendo la Lectura is a safety net for the lowest achievers when children are taught to read and write in Spanish. For a child to be accepted for Descubriendo la Lectura lessons, literacy instruction must be conducted in Spanish throughout first grade but preferably through third grade. This allows the child to continue to develop a self-extending system in Spanish reading before transitioning to English.

Regardless of their native language, children who are the lowest achievers in the classroom are eligible for Reading Recovery in English if they are receiving literacy instruction in English and if they can understand the tasks on the Observation Survey. Research shows that children for whom English is a second language profit greatly from Reading Recovery lessons (Ashdown & Simic, 2000; Neal & Kelly, 1999).

If children indicate by their behavior on the Observation Survey that they do not understand the tasks, the school Reading Recovery team may wait for a period of time while providing a rich language program. Young children take on new languages very quickly, provided they have good classroom experiences. The Reading Recovery teacher and school Reading Recovery team can keep a watchful eye on these children to determine whether they should once again be assessed for Reading Recovery eligibility.

Students With High Patterns of Absence

Attendance history should not prevent any child from receiving Reading Recovery. Although some children are absent often in kindergarten, it is important to remember that young children have no control over school attendance. Many parents do not fully understand the high priority that should be placed on kindergarten attendance. Talking with parents about school attendance is an educative process. When a child with a high absence problem is admitted to Reading Recovery, parents and other caregivers should be brought into the problem-solving process. Many teachers make regular calls to parents when students are absent and even make home visits to increase the likelihood of attendance. As a principal, you can play a very important role in making sure that children get the greatest benefit from their Reading Recovery instruction. Close contact with homes can make a great difference in getting these young children off to a good start in elementary schools. Consult your teacher leader for procedures to follow if a child is consistently absent after beginning Reading Recovery lessons.

Retention

Reading Recovery is intended to occur early in the child's school career before many confusions have set in. A child who is retained in first grade receives an extra year of schooling, and that in itself serves as the intervention selected by the

school—an intervention that research does not support as effective (Shepard & Smith, 1990).

Expectations

Finally, one of the principal's key roles is to communicate high expectations for all students. No child at any age should be limited by low expectations of educators. The consequences of low expectations are particularly devastating to six-year-olds who are almost always willing and eager to learn. Reading Recovery is designed to recognize and build on children's strengths—even those who are not showing their abilities in classroom instruction.

Space

Each Reading Recovery teacher needs dedicated space and supplies for teaching. Figure 6.7 summarizes the characteristics of good space for Reading Recovery teaching. The space should be located as close as possible to the first-grade classrooms to minimize the time it takes for children to go to lessons and return to the classroom. Also, proximity increases opportunities for Reading Recovery and classroom teachers to confer with each other.

Teachers will need a table large enough for the teacher and student to sit comfortably side by side. The table should be child height, with two student chairs. The teacher will also need a place to store records and shelving for leveled books. Teachers use magnetic letters, blank writing books, markers, white correction tape, plastic counters, envelopes, heavy paper for sentence strips, and general supplies such as scissors and markers.

It is important to carefully select the space for Reading Recovery tutoring. A teacher may be working alone or in space shared by several Reading Recovery teachers or other specialists who are working individually with children. Sharing has advantages in that teachers can easily consult with each other to improve teaching. On the other hand, if teachers share space, they should have their own table, other supplies, and equipment so that lessons can remain highly organized. A sufficient number of books must be provided so that each teacher always has a good selection for children.

The area should be well lighted and ventilated, with enough space to comfortably accommodate a magnetic chalkboard that can be accessed easily by the teacher and child during the lesson. Also, the area should be quiet, with a minimum of visual distraction for the children.

Reading Recovery equipment and supplies are either purchased directly by the school or provided as part of training materials. You will want to consult with the teacher leader on the precise

Figure 6.7
Characteristics of Good Space for Reading Recovery Teaching

With careful planning, Reading Recovery teachers can share space with each other but they should have their own table and other supplies and equipment so that lessons can remain highly organized. Characteristics of good space include

- Proximity to first-grade classrooms
- Well-lighted and ventilated space
- Minimum visual distraction
- Sufficient room to permit comfortable movement and use of both table and magnetic chalkboard
- Space to store materials (storage cabinet), student records (file cabinet), and the book collection (four-shelf unit)

list of supplies and from which budget they will be purchased. Also, the teacher leader can provide valuable advice on the location and setting for Reading Recovery lessons.

Schedules and Operating Efficiency

Principals can take action to make Reading Recovery work more effectively in their schools. Reading Recovery is intended to be supplemental instruction; therefore, schedules must be organized so that children participate in classroom reading instruction and also receive daily Reading Recovery lessons. Workable schedules are important in this process. A general rule is that nothing should interfere with daily one-to-one instruction. For example, guest speakers and assemblies require creative scheduling. You would not want to exclude Reading Recovery children from important learning experiences such as field trips, but it is essential for them to have daily lessons. Figure 6.8 summarizes steps you will want to take to ensure that Reading Recovery operates efficiently in your school.

The 30-Minute Lesson

The principal can help teachers by creating schedules so that every child receives a daily lesson. The schedule for Reading Recovery requires efficient use of time; lessons must take only 30 minutes, with short intervals between lessons. If lessons run more than 30 minutes, there may not be enough time to serve all children who have been selected for Reading Recovery. In addition, research indicates that spending more than 30 minutes in these intensive lessons is not productive. Timing is emphasized in Reading Recovery training, but you will want to work closely with teachers to be sure that they are attending to time. It is usually helpful to schedule 10 to 15 minutes between children so that the Reading Recovery teacher can record notes, analyze running records, and select the new book for the next day's lesson while the lesson is fresh in mind. If the teacher has to escort the child back to the classroom, this extra time is necessary so that teaching time will not be lost.

Obviously, if the 30-minute lesson is interrupted, instructional time will be lost. As the principal, you can work to assure that lessons are not interrupted. For instance, encourage teachers to hang a Lesson in Progress sign on the door.

The 30-minute Reading Recovery lesson is designed to use time efficiently and effectively. Although each lesson is individually tailored to meet the child's individual needs, Reading Recovery lessons always include

- reading familiar stories (including the previous day's new book)
- rereading the previous day's new book and taking a running record

Figure 6.8
Steps in Making Reading Recovery Work Efficiently

- Create schedules so that children receive daily 30-minute lessons.
- Place Reading Recovery teachers in close proximity to first-grade classrooms so that no time is wasted in children's moving to and from lessons.
- Protect teachers' schedules so that they are available to teach children daily.
- Get testing underway in the first two weeks of the fall semester so that lessons begin the third week of school or sooner.
- Design efficient ways to start children in Reading Recovery during the year so that places are filled within two days.
- Continue instruction through to the end of the school year, as long as children are available.
- Create schedules so that Reading Recovery teachers can attend primary grade-level meetings.
- Avoid using the Reading Recovery teacher as a substitute for classroom teachers.

- working with letters and words using magnetic letters
- writing a story (including hearing and recording sounds in words)
- assembling a cut-up story
- introducing and reading a new book

For the first two weeks of children's lessons, teachers work with whatever children know about literacy, no matter how minimal, in different ways until they are fluently and flexibly using whatever is known about reading and writing letters, words, and messages. During this period, teachers learn to stop teaching from preconceived notions and work from children's responses. Reading Recovery personnel call this two-week time Roaming Around the Known.

As children reach the end of their series of Reading Recovery lessons, teachers look for behavioral evidence that lessons can be discontinued. The decision to discontinue lessons is a systematic process that includes the following elements (taken from Askew et al., 1998, p. 11):

1. Through consultation between the classroom teacher and the Reading Recovery teacher, the child is recognized as performing successfully in the classroom. The child is able to read and write within the expected average ranges or a little above average at that point of time in the school year.
2. A trained assessor, someone different from the Reading Recovery teacher who has been working with the child, administers the range of assessments including the Observation Survey.
3. Through consultation, the educators involved decide whether the child is independently using reading and writing processes with comprehension, rapid word solving, and fluency.
4. Reading Recovery tutoring is discontinued, data are recorded, and the child's family members are informed.
5. The Reading Recovery teacher monitors the child's progress regularly until the educational team is assured that the child is continuing to make progress at a satisfactory rate.

Coordination With Classroom Teachers

Children must be ready and on schedule to leave the classroom for their lessons so minimum time is wasted. Communicate with classroom teachers the importance of releasing the child from activities when the lesson is scheduled. Reading Recovery teachers and classroom teachers can work together to create schedules that meet the goals of both. Scheduling is also needed that will provide time for first-grade and Reading Recovery teachers to confer with each other. This attention to detail makes Reading Recovery more efficient so that children can make maximum progress.

Reading Recovery and the Annual Schedule

In addition to the daily schedule, the yearly schedule is of utmost importance. Teachers should be able to serve at least two rounds of children a year. Even though the length of time that children require will vary, children who enter at the beginning of school will move out of Reading Recovery by mid-year, leaving spots open for others. Many schools hold Observation Survey training in August; Reading Recovery testing can then begin promptly the first week of school. The RRCNA Standards and Guidelines (2001) suggest that

> Economy of time in selecting and serving children is critical to program efficiency. At the beginning of the year, administer Observation Survey or Instrumento de Observación and begin service to children within two weeks; during the year, within two days of an available teaching slot. (p. 5)

The above guideline suggests that an early start will make Reading Recovery work more efficiently throughout the year; it is also true that you will want to use the entire time available. Providing children are available, emphasize teaching right up to the end of the year.

Length of Program

For most children, Reading Recovery lessons will take between 12 and 20 weeks, with 20 weeks marking a decision point. Children's lessons will be discontinued as soon as they have developed effective reading strategies, can work within the average band of achievement in the classroom, and can continue to achieve in the classroom. Many children will be discontinued earlier than 20 weeks.

The child's lessons are monitored carefully throughout the process by the school Reading Recovery team and teacher leader. If a child is not making accelerated progress, the Reading Recovery teacher consults the teacher leader and receives assistance. At 20 weeks, the Reading Recovery teacher, school team, and teacher leader decide whether the child will be discontinued with only a short amount of additional time or whether further services or interventions are needed. Appropriate steps are then taken. Further services will be needed for only a small percentage of Reading Recovery students, but it is important that the mechanisms are in place. Many schools work with special educators and the school psychologist to get quick decisions that allow maximum efficiency for the Reading Recovery teaching schedule.

Teacher Availability to Teach

Teachers' availability to teach is a prime consideration in implementing Reading Recovery efficiently. As a principal, you can place top priority on daily lessons and avoid diverting the Reading Recovery teacher for other duties (e.g., test management or classroom coverage). No extra duties should interfere with lesson time. Also, Reading Recovery teachers need adequate time to plan lessons and analyze student records during the school day. Reading Recovery training emphasizes thorough, efficient record keeping. It is best to provide 10 to 15 minutes between lessons; the period immediately following the lesson is the best time to analyze running records and complete anecdotal notes. This analysis is critical to supporting children's accelerated learning. The teacher will then need additional time to reflect on the lesson and plan for the next day. Be proactive in working with the school staff in scheduling so that all teachers have the time they need to plan for quality teaching.

Collaboration Between Reading Recovery Teachers and Classroom Teachers

There are several important points on which Reading Recovery teachers and classroom teachers must collaborate to better support the child's literacy program. These are listed in Figure 6.9. The relationship between the classroom teacher and Reading Recovery teacher is critical to the individual child's success. After all, it is the partnership of the two teachers that fosters accelerated progress; neither can do it alone. Communication and collaboration must be constant, from the time children are selected for Reading Recovery to the time of discontinuing. Together, teachers keep parents well informed, they observe each other teaching the child, and they work for transfer of learning and smooth transition from Reading Recovery to classroom work.

Figure 6.9
Collaboration Between Reading Recovery Teachers and Classroom Teachers

- Selecting the lowest-achieving students for the Reading Recovery program
- Planning schedules for Reading Recovery lessons
- Monitoring progress of the child in reading and writing
- Sharing information about the classroom curriculum to ensure transfer of skills and strategies to classroom work
- Observing the student in the classroom and in Reading Recovery lessons
- Conferring on discontinuing the child's program (see Glossary for discontinuing)
- Working with the school Reading Recovery team to share information about Reading Recovery
- Working with parents to communicate important information about the child's classroom and Reading Recovery lessons and the child's progress
- Conferring about alternative services for the child if necessary

Chapter 7

Professional Development

Reading Recovery is widely known for the high quality of professional development it provides at all levels (Herman & Stringfield, 1997). Of interest to the principal is the training of teachers, continuing contact for teachers, and the professional development needed for principals.

Initial Teacher Training Course

Reading Recovery teachers participate in a year of training for which they receive university credit. During the training year, no service is lost to children because teachers begin to work with children and put their new understandings into actions continuously; their work with four children daily comprises the field component of the class, and teachers are expected to demonstrate effective teaching as a requirement for satisfactory completion of the course. The course, taught at a local or consortium training site, includes the following features:

- A specially trained teacher leader provides training and makes school visits to teachers to provide coaching.
- Course content includes: (1) careful observation and recording of children's reading and writing behaviors to build a theory of the reading and writing processes, (2) learning a set of procedures that have been shown to be effective in helping struggling young readers, (3) making teaching decisions about use of the procedures based on observation and analysis, (4) learning about the implementation of Reading Recovery in their schools, and (5) collecting required data for monitoring and evaluation.
- Extensive use is made of a one-way mirror[1] through which teachers observe colleagues working with children; the teachers put their observations and analyses into words, and through this process, they sharpen their observational powers and build new understandings to inform their teaching decisions.
- At each class session, teachers observe two lessons taught by their peers; all members of the class take turns bringing to the class the children they are teaching daily in schools.
- In class sessions, teachers talk while observing through the one-way mirror and also discuss the lesson afterwards.
- Teachers consult their records of children's reading and writing behavior to analyze progress.

The training described above is the heart of Reading Recovery; without this uniquely designed training model, a program does not meet the criteria of RRCNA's Standards and Guidelines.

First-year Reading Recovery teachers attend an assessment training session before the school year begins. This summer training is preferred because it allows early testing and assessments so that lessons can begin promptly when school begins. This prompt assessment allows time for more lessons, serving more children during the school year.

During the training year, each teacher-in-training must work with four students per day for the entire year, regardless of the level of coverage that exists in the school. When the first four students have completed their series of lessons, individual teaching begins for a second round of four students, then a third round if time permits. A full year of Reading Recovery teaching experience is necessary for the teacher to explore fully the pro-

[1] This one-way mirror is described in different ways among Reading Recovery professionals. In New Zealand where Reading Recovery originated, this one-way mirror is called a *one-way glass screen.* In North America, though it is referred to as a mirror, the act of teaching before peers draws on the New Zealand origins so teachers-in-training often refer to *teaching behind the glass.*

cedures involved. With no exceptions, every teacher is required to teach behind the one-way mirror. All requirements for the course must be met for the teacher to receive university credit. Successful completion of the course, documented with a university transcript, is required to become a Reading Recovery teacher.

During the training year, the principal's support is critical to teachers' success. Typically, classes are held after school at a place that may or may not be close to the school. It often is necessary to give permission to teachers to leave the building early in order to be on time for class. On the days that teachers from your building provide the observation lesson, transportation must be provided for the child. These lessons provide an invaluable opportunity for you and members of your staff (particularly the first-grade teachers) to observe Reading Recovery in action and build further understanding about instruction and staff development. Consultation with the site coordinator and teacher leader will help you in solving problems related to transportation.

It is also important for the principal to recognize that the Reading Recovery course is very demanding intellectually, physically, and emotionally. Most elementary teachers have not previously taught before their peers or experienced this intense feedback, so the experience is challenging and produces some anxiety. Ultimately, with support, they not only will succeed but will build tremendous confidence and increase their skill. Reports from Reading Recovery teachers, as well as a body of research (DeFord, 1993), suggest that this training has a profound effect on them as professionals, as indicated in Figure 7.1.

If a teacher from your building is struggling in the Reading Recovery class, as a principal you will want to know about it. Communication with the

Figure 7.1
What Reading Recovery Teachers Say About Their Training

Finally, I have been able to get a grasp on how the reading process works.

— *Vallejo, CA.*

I have learned more in this program than in any other class I have taken. The opportunity to observe my colleagues teach children while being guided in my thinking and observing by such knowledgeable, articulate teacher leaders has been a unique experience.

— *Chula Visa, CA*

Reading Recovery has made me more personally accountable for each and every teaching decision I make. It has helped me to teach for strategies rather than item knowledge, even in the classroom teaching aspects of my day.

— *Walled Lake, MI*

Behind-the-glass [sessions], clinical observations, and colleague visits have all held me accountable to what I was learning and have been the catalyst for professional and personal growth.

— *Concord, NH*

Reading Recovery training has made me more able to stand up for the children when faced with negative comments from colleagues. I have really been made to think about how children learn and to validate each child's learning.

— *Marion, OH*

The focus on strategies, short and intense instruction, building on the child's strengths, and teacher's responsibility for students' progress were instructional ideas that I learned to value greatly this year. It's the most powerful program I have ever been involved with.

— *Dallas, TX*

Training integrates theory and practice. A one-way mirror enables teachers to observe, reflect on, and discuss Reading Recovery lessons with the teacher leader.

teacher leader will help you make any special arrangements that may be helpful in supporting the teacher's progress (such as visits to other teachers or more time with the teacher leader). Occasionally, a teacher needs to be counseled out of the class; the principal, site coordinator, a university representative, and teacher leader can work together to make this experience as positive as possible for the teacher. You can think of this as a positive outcome since the last thing you want is an ineffective teacher working one-to-one with highly vulnerable, struggling first graders.

Continuing Contact

Continuing education for Reading Recovery teachers is called continuing contact to underline the fact that teachers come together with the teacher leader on a regular basis for as long as they are involved. Teachers who do not attend continuing contact sessions may not be considered Reading Recovery teachers. The RRCNA Standards and Guidelines call for a minimum of six (four taught behind a one-way mirror) continuing contact sessions per school year, but most sites require more. At these sessions, Reading Recovery teachers

- participate in observing two lessons behind the one-way mirror. (Discussion is deeper and more analytical than during the training year.)
- continue to take turns bringing children and teaching behind the one-way mirror.
- engage in in-depth study of the components of Reading Recovery lessons and the theoretical foundation for them.
- analyze reading and writing records and discuss teaching decisions.
- examine data and discuss Reading Recovery results at the school level.
- discuss and solve implementation problems at the school level.
- participate with the teacher leader in planning and evaluating continuing contact sessions.

As with the training class, the principal should place a high priority on teachers' attending and actively participating in continuing contact sessions. You may need to arrange schedules so that it is possible for teachers to attend sessions, which may be held during the school day. If sessions are conducted during the school day, a substitute may be needed for the time that teachers are supposed to perform other duties (such as classroom teaching); however, substitutes are not needed for teachers absent during their Reading Recovery slot.

To maintain status as a Reading Recovery teacher, the individual must continue to teach children and to participate in continuing contact. In cases where teachers have moved out of Reading Recovery for more than a year, an individual plan is made with a teacher leader to update and reinstate the teacher. A long absence of two years or more may require taking the entire training class again. If you as a principal are hiring a trained Reading Recovery teacher for your school, you will want to know

- where and when the teacher was trained.
- if the teacher has engaged in continuous service or has had a hiatus of service—and for how long.
- how successful the teacher was in previous service in Reading Recovery.
- what the teacher leader will require in terms of an individual plan for the teacher.

Before making an offer of employment, you can answer these questions by talking with the candidate and asking for transcripts documenting training. You can also obtain references from the teacher leader (who should be listed in the teacher leader registry if still active), site coordinator, and university training center. (For more information about the teacher leader registry, see Chapter 12.)

Other Professional Development Opportunities for Teachers

Other professional development options may offer opportunities for teachers to expand their skills. Teachers are strongly encouraged to attend one Reading Recovery conference during the training year in order to encounter broader perspectives and expertise beyond their training site. Because teachers report that they learn a great deal through these experiences, the district or school may want to provide support for them to attend a conference in subsequent years. Through conference participation, teachers become part of a larger network and develop a stronger sense of professional commitment.

Colleague visits are another way for teachers to expand their knowledge. Experienced teachers are prepared by the teacher leader to participate in a highly structured process when they visit each other as colleagues. The process includes observation of students' behaviors, consultation of reference materials, and extended discussion of teaching decisions.

Teacher leaders also may provide special opportunities through school visits to other teachers, known as cluster visits. When teacher leaders and several teachers observe together, the result is an exciting, collegial discussion of important aspects of teaching. Both colleague visits and cluster visits require the principal's permission for teachers to leave the school building.

University centers may offer opportunities such as institutes that further extend teachers' skills. These institutes are usually offered in the summer, although sometimes universities will offer limited courses or day-long institutes during the year. Institutes and courses help to update long-time Reading Recovery teachers and make it possible for them to experience learning from personnel other than the teacher leader at their site. As a principal, if you can support teachers financially in attending advanced institutes, their teaching will be enhanced.

Professional Development for Principals

The site coordinator and teacher leader have the responsibility for providing staff development for principals regarding their role in Reading Recovery. (Appendix E is an agenda for a principals' orientation meeting held in fall.) Professional development is necessary from the beginning phases of implementation in the school. In addition, as a principal you will want ongoing professional development. Because much of Reading Recovery is based on current research findings, this will keep you informed about updates and refinements. Professional development will also provide opportunities for understanding the Reading Recovery system of data collection and analysis and for problem solving relative to implementation.

At Reading Recovery conferences there are opportunities for principals to attend sessions known as administrative strands, which focus on the role of administrators and the problems related to implementation. There are also sessions on data collection and analysis to help teacher leaders and administrators look at their results and those of other sites. Frequently, there are sessions on classroom instruction and on comprehensive school

improvement models that are helpful in developing an integrated, long-term plan for your school. You may want to reserve part of your school budget and part of your time to attend one Reading Recovery conference during the year.

Professional Development for Site Coordinators

The role of site coordinator in Reading Recovery is an important one, yet at many training sites this position has high turnover. A new site coordinator needs to learn about Reading Recovery very quickly, and principals can play an important role during orientation. One of the best ways for site coordinators to understand Reading Recovery is to see an effective program in action. It is extremely helpful to invite the site coordinator to visit your school to see Reading Recovery and observe the dynamic relationship between good classroom instruction and Reading Recovery. This visit also provides an opportunity for you to discuss other important issues like your school plan to reach full coverage and the role of your school Reading Recovery team.

Classroom Teacher Professional Development at Reading Recovery Conferences

If your Reading Recovery conference offers sessions for classroom teachers, you can send a team of Reading Recovery teachers and classroom teachers together. If you attend with them, so much the better. Upon returning to the school, you and your team can share what you have learned with other staff members.

Reading Recovery conferences offer professional development opportunities to expand literacy skills and understandings. Here, a team of professionals from an Iowa Reading Recovery training site attended the Leadership Academy. The team included administrators, Reading Recovery teacher leaders and teachers, a research consultant, and a representative from the state training site. After attending sessions on teaching, advocacy, communications, implementation, and research, the team gathered to develop an action plan to implement what they had learned.

Chapter 8

Monitoring and Evaluating Reading Recovery

Reading Recovery and Descubriendo la Lectura teachers, teacher leaders, and administrators at every site systematically collect and report data on every child to the National Data Evaluation Center (NDEC), located at The Ohio State University. Data submission to NDEC is one of the standards established by the Reading Recovery Council of North America. Since Reading Recovery's beginning in the United States in 1984, participating schools have collected data on every child served by Reading Recovery and reported results for a national database. This database has informed Reading Recovery research, made Reading Recovery accountable to schools and funding sources, and informed teaching and management decisions. An annual technical report of Reading Recovery results in the United States is available annually through NDEC. For more information on NDEC procedures and reports, visit the NDEC Web site, www.ndec.reading-recovery.org.

The data reported to NDEC is available through your teacher leader, and you can also get excellent information through your local Reading Recovery teachers. The Reading Recovery teachers in your school can provide most of the information you'll need to complete a school Reading Recovery report or a Descubriendo la Lectura report (Appendixes F and G). The Data Collecting and Reporting section later in this chapter provides specific examples of the kinds of information you can get from your local teachers.

Confidentiality

Data reported to NDEC is confidential and available only to the teacher leader and university training center. Coded data ensure that individual identities of the children and teachers who participate in Reading Recovery are protected in all reports of results. Data from a school district will not be released to any person or organization without the written consent of district officials. School districts determine if parental consent is needed for Reading Recovery, random sample, and other comparison group children.

Reading Recovery Measures

Reading Recovery measures are based on the evaluation tasks of Clay's An Observation Survey of Early Literacy Achievement (1993a) or its Spanish equivalent, *Instrumento de Observación* (Escamilla, 1996). These six assessments, listed in Figure 8.1 on the next page, are individually administered by a Reading Recovery teacher; each assessment provides a different kind of information about children's understandings of literacy. The scores on the Observation Survey provide baseline data for measuring achievement; they also are the basis for selection of the lowest children. It is very important that the initial assessment be completed in a timely manner so that children can begin their programs within the first two weeks of school and teaching time is not wasted at the beginning of the year. Second-round students will be retested with the Observation Survey before beginning Reading Recovery lessons. These assessments provide valuable information for teachers as they begin to teach children.

The Reading Recovery teachers are taught by the teacher leader how to record and report scores of Reading Recovery children. Teachers are also expected to gather and record information on children randomly chosen to represent average learners across the site. This random sample provides a way to compare the progress of Reading Recovery students with average students. For example, at the beginning of the year, Reading Recovery children's scores will be much lower than the random sample, but by the end of the year, discontinued Reading Recovery children will score at average or higher levels.

Outcome Data for Reading Recovery Children: Status Categories

As a principal, your greatest concern will be for the success of children in your own building; however, it is useful to know and understand the rigorous data gathering and analysis procedures that are in place to evaluate and improve Reading Recovery nationally. The children in your school

are part of a large database that includes entry, discontinuing, and exit data every year for every child. Figure 8.2, next page, reviews the testing and schedule for Reading Recovery students.

At the end of the year, or when children leave Reading Recovery, they are categorized into five different groups for data-reporting purposes. (See Figure 8.3, page 42.) These status categories provide the outcomes of the program. The goal of Reading Recovery is to increase the number of children who are in the discontinued category, since those children are most likely to continue to make progress independently.

Figure 8.1
Six Tasks of the Observation Survey of Early Literacy Achievement

Measures described in *An Observation Survey of Early Literacy Achievement* (Clay, 1993a) are listed below. Measures in the Spanish version, *Instrumento de Observación* (Escamilla, 1996), vary in the number of items for some tasks.

1. Letter Identification
Children are asked to identify 54 characters (the upper and lower case standard letters, and the print form of the letters *a* and *g*).

2. Word Test
Children read a list of frequently occurring words. Three alternative lists are available for testing and retesting.

3. Concepts About Print
The examiner reads a short book and invites children to perform a variety of tasks to find out what the child has learned about the way spoken language is put into print. Four versions are available. The test reflects important concepts to be acquired by children in the beginning stages of learning to read. As children move from nonreading to reading, changes occur in the scores on this measure.

4. Writing Vocabulary
Children are asked to write all the words they can within a maximum 10-minute limit. Within guidelines for testing, examiners are permitted to prompt as needed.

5. Hearing and Recording Sounds in Words
The examiner reads a short sentence or two and asks the child to write the words. Children's scores represent every sound recorded accurately in this assessment of phonemic awareness and orthographic awareness.

6. Text Reading
Children are asked to read a series of increasingly more difficult texts that they have not seen before (Levels 1-20). The tester provides a minimal, scripted introduction and records reading behaviors using a running record. The texts used for Reading Recovery testing in the United States are not used in instruction, nor were they created for Reading Recovery. Texts were drawn from established basal systems and, over the years, have been shown to be a stable measure of reading performance. Texts represent an escalating gradient of difficulty.

Source: Askew, B. J., Fountas, I. C., Lyons, C. A., Pinnell, G. S., & Schmitt, M. C. (1998). *Reading Recovery Review: Understandings, Outcomes, and Implications.* Columbus, OH: Reading Recovery Council of North America, Inc.

Figure 8.2
Reading Recovery Testing and Schedule

- First-grade students are ranked by the classroom teacher when school begins. Using classroom teacher judgment and the six subtests as listed in the *Observation Survey of Early Literacy Achievement,* determine the lowest-performing first-grade students who will enter the program.
- Fall or start-of-school testing takes approximately 20 minutes per student.
- Schools determine if parental consent is necessary for participation in testing of Reading Recovery and the random sample groups.
- At the end of each child's series of lessons, the Observation Survey is administered to assess whether lessons should be discontinued.
- After a child has discontinued lessons, two or three of the lowest-achieving first graders are tested as quickly as possible to determine who is the lowest and therefore will enter the program and start immediately.
- All Reading Recovery students are retested in spring using the Observation Survey. Due to student gains in literacy, approximate time for exit testing is 45 minutes per student.
- A random sample group is also tested. (For a description of the random sample and procedures, see NDEC Web site, www.ndec.reading-recovery.org)

Data Collection, Analysis, and Reporting

NDEC data and data collected in your school can provide a way to evaluate the effectiveness of Reading Recovery in your school. As principal, you can expect that teachers will be collecting data at several different times during the year, as shown in Figure 8.2, above. The data are examined and reported every year. No other early intervention collects and reports such information on every child served.

Reading Recovery replicates its effect at the level of individual children, and the same results are achieved again and again with different children, different teachers, and in different places. The data collected for Reading Recovery is useful to the principal in several ways, as shown in Figure 8.4, page 43.

Reading Recovery data provides a range of information about the performance of the program. Unless you have a very large number of children in Reading Recovery, you can easily collect the information directly from teachers at your school; they have records of attendance and other meaningful measurements. (See Figure 8.5, page 44, for more specific examples.) Some of the information that you will find useful is listed in Figure 8.4 on page 43. In addition, if your school uses Web-based data entry, teachers can produce Student Instant Reports. These include Observation Survey scores, reading group placement, time in Reading Recovery, and teacher comments.

Data Submission to NDEC

The vast majority of Reading Recovery schools report their national data electronically using the NDEC Web site; however, some schools still record data on scan sheets. Whether reporting occurs electronically or on scan sheets, data is reviewed by the teacher leader before final submission. You can contact your teacher leader if you are interested in obtaining Web-based School Instant Reports. If your school does not use Web-based data submission, the Web-based School Instant Reports are not available until fall.

Using Outcome and Implementation Data

The outcome data will be very helpful to you in improving the results of your Reading Recovery program. For example, if you have a large number of children with incomplete programs, you will

want to investigate why. It may be that children are frequently absent or that you have a highly mobile population, but you may also find that teachers are missing instructional time because their lessons are too long or they are pulled out for other duties. If the first round of children is taking too long, the result may be that there is too little time for the second-round children to make adequate progress. In addition, start-up time in the fall and when the second-round children enter the program may be taking too long. Careful examination of program outcome data is a valuable tool. You can learn more about the process by contacting your teacher leader or site coordinator.

Continuous Monitoring of Reading Recovery Children's Progress

In addition to the Observation Survey information collected for every child, teachers also collect data while they teach daily lessons to track the progress of Reading Recovery children. These data include running records, book graphs, word vocabulary charts, writing samples, and teachers' lesson records. (See Appendixes H, I, and J for sample teacher lesson record, book graph, and writing vocabulary chart.) As a principal, you will want to examine these data occasionally and talk with the Reading Recovery teacher in order to monitor the progress of Reading Recovery children. Children's progress should also be reported and discussed at the school Reading Recovery

Figure 8.3
Status Categories for Reporting Outcomes

Every child is assigned to one of the following status categories. Status is determined when the child's services end. End-of-year scores do not alter the child's end-of-program status.

Discontinued. A child who has successfully met the rigorous criteria to be discontinued (i.e., released) from Reading Recovery during the school year or at the time of year-end testing. (See Chapter 6, 30-Minute Lesson, for discussion of procedures to discontinue.)

Recommended action after a full program of 20 or more weeks. A child who is recommended by Reading Recovery professionals for assessment/consideration of other instructional support at point of departure from Reading Recovery, after receiving a full program of at least 20 weeks. (Actions may include referral for a longer-term intervention, classroom support, etc.) Although the child did not meet criteria for discontinuing status, this category represents a positive action on behalf of the future support of the child.

Incomplete program at year-end. A child who is still in Reading Recovery/Descubriendo la Lectura at the end of the school year, with insufficient time (usually less than 20 weeks) to exit the program. This category includes children who may continue service in summer or extended year programs.

Moved while being served. A child who has moved out of the school while still being served, regardless of the length of the child's program to date.

None of the above. (Memo required) This is a rare category used only for a child who was removed from Reading Recovery/Descubriendo la Lectura services under unusual circumstances, with fewer than 20 weeks of instruction. This includes, for example, a first grader who was withdrawn from the program because school officials placed him in kindergarten, or a child's program could not continue because the teacher couldn't complete the program. In very rare cases, a child may have been in the program twenty or more weeks.

Source: National Data Evaluation Center (2001). Reading Recovery Annual Results Packet for The United States: 1999-2000, The Ohio State University.

Figure 8.4
Data That Will be Useful in Analyzing and Evaluating Results of Reading Recovery

- Status categories of children: discontinued, recommended, incomplete, moved, none of the above
- Number of lessons for individual children
- Number of weeks of Reading Recovery lessons for children in the school
- Number of days of instruction for individual children
- Number of missed lessons for individual children and reasons
- Years of experience for teachers
- Number of retentions in first grade
- Number of special education referrals and placements in first grade
- The level of Reading Recovery/Descubriendo la Lectura coverage in the school
- Trends over time (by comparing successive years' data)

team meetings. Some useful questions to ask in monitoring children's progress during their programs are presented in Figure 8.5, next page.

You can draw on these questions as needed when talking with teachers about individual children. The information you gain will provide valuable insights into how Reading Recovery is working in your school. When children are not making good progress in Reading Recovery, explicit directions and suggestions for teachers can be found in *Reading Recovery: A Guidebook for Teachers in Training* (Clay, 1993b). You will want to encourage your teachers to use this resource in problem solving. Doing so will help them improve their teaching of all children.

Monitoring Children's Progress After Reading Recovery

Working with the school Reading Recovery team, you will also want to follow children after their participation in Reading Recovery. Remember that these are highly vulnerable students who usually have more problems than learning to read. They may be at risk for other reasons.

Use the school's Reading Recovery team to provide an advocate who will regularly check on each child's progress over time. The teacher leader can provide a spread sheet of your students' data. This is a good starting point for recording follow-up data. This process will reveal how the child is continuing to make progress and may reveal that the child needs assistance in some way. Sometimes advocates make sure that students get short, temporary help in learning a particular task.

If you want to conduct a somewhat more formal follow-up study of children in Reading Recovery, contact the teacher leader who can help you design a study for your school with the assistance of the university training center.

Preparing a School Report

A school report is a very useful document because it presents a concise summary of the results of Reading Recovery and serves as a basis for problem solving. It also includes recommendations to improve the delivery of service. The principal, Reading Recovery teacher, and school Reading Recovery team work together to prepare the report. The school report includes

- annual results for children served
- number of children served, by name and by category
- number of children who were not served but needed Reading Recovery
- follow-up data on children served in previous years (optional)

- goals and recommendations for Reading Recovery operation in the following year

Sample school report forms are included in Appendixes F and G. It is important to share the school report with the teacher leader and the site coordinator. Your teacher leader can provide your teachers with an NDEC Web-based Instant School Report form that has all the data required.

Figure 8.5
Useful Questions to Ask About a Reading Recovery Child's Progress in the Program

- What are the child's strengths at this point in time?
- What text level was the child on at the beginning of lessons, and what is the current text level?
  (Answer: Look at the book graph.)
- What is the pattern of progress on the book graph over time?
- How many words could the child write at the beginning of lessons, and how many can the child write now?
  (Answer: Look at the word chart.)
- How is the child's daily written message changing over time; for example, is it getting longer or more complex?
  (Answer: Look at the writing book over several weeks.)
- What strategies is the child beginning to use when reading?
  (Answer: Look at a recent running record.)
- What sounds is the child beginning to hear in words and represent with letters?
  (Answer: Look at the writing book—message and practice page.)
- What are you teaching for now in your lessons with the child?
- How is the child doing in the classroom? To what extent are you seeing learning transfer?
- Have you kept the classroom teacher informed about the child's gains and current needs?
- What are your concerns about the child at this time?
- What have you done to problem-solve issues related to the child's progress?
  (Answer: Used the Reading Recovery Guidebook; asked for a colleague visit.)
- When do you predict the child will be discontinued from Reading Recovery?
- Has the teacher leader been called in to consult when other problem solving has not worked?

Chapter 9

Generating and Sustaining Support for Reading Recovery

Working in collaboration, the principal and other members of the school Reading Recovery team can communicate how Reading Recovery makes a difference for children and contributes to the vision of the school. A school committed to Reading Recovery is investing in the lowest-achieving children and also usually has other positive initiatives working together with the early intervention program.

Communication With the School and Community About Reading Recovery

You and the school Reading Recovery team play a key role in building support for Reading Recovery. Figure 9.1 presents some ways that school Reading Recovery teams, with the principal's leadership, have generated and sustained support. Communication with a wide range of audiences is the key.

Working for clear communication will serve you well in building and sustaining support for Reading Recovery in your school. To sustain Reading Recovery financially, you will want a strong base to rely on, so ongoing communication is essential. In other words, keep the communication and public relations going strong while things are going well. Don't wait for a crisis to show the positive results you are getting in your school.

For effective communications, the words to remember are *short* and *clear.* Let people see and hear what you are doing. Rather than boring them with long lectures, your best advertisement is the children and their success. Figure 9.2 offers some suggestions for good communication that principals have found to be helpful.

Working With the Superintendent

Working well with the superintendent and top-level staff is critically important. In most districts, the superintendent strongly influences the budget and influences the policies and philosophy of the school district.

Low-performing students are one of the superintendent's biggest worries. These are the students whose low performance is likely to continue throughout their 13 years of school (unless they

Local Reading Recovery teachers and teacher leaders in California's San Lorenzo School District posed for this photo to celebrate their successful presentation to school board members.

Figure 9.1
Ways to Generate and Sustain Support for Reading Recovery in the School, District, and Community

In the School

- Within the school Reading Recovery team, set goals and include plans for communication in your Reading Recovery plan.
- Use the school report as a basis for presenting the results of Reading Recovery to the school staff.
- Invite teachers from every grade (especially first grade) to observe Reading Recovery lessons.
- Invite the assistant principal and all school team members to observe Reading Recovery lessons and talk with the Reading Recovery teacher and teacher leader so that they develop an understanding of the program, its goals, and its results.
- Ask classroom teachers to talk about the impact Reading Recovery has had on children they teach.
- Working with the teacher leader, make sure that all first-grade teachers have the opportunity to see a Reading Recovery training session.
- As part of an overall school reading celebration, recognize the work of Reading Recovery and Reading Recovery children.
- Share information you and other staff members get from attending Reading Recovery conferences and institutes.
- Include Reading Recovery children in good news reports in morning announcements or other times when there is communication with the entire school.

In the District

- Identify people in the school, central office, and community who need to know about Reading Recovery and its results.
- Join with other principals in the district to make a team effort to showcase Reading Recovery at principals' meetings, school board meetings, etc.
- Invite school board members to end-of-year celebrations for Reading Recovery children.
- Communicate regularly with personnel in your central office about your Reading Recovery program; invite them to observe in the school or attend celebrations.
- Target board members and central office personnel who may have a personal interest in young children's literacy. Communicate with them about Reading Recovery. Invite them to observe lessons.
- Work with the community relations office in your district to get positive news into local newspapers.

In the Community

- Mention Reading Recovery to school visitors as one of the positive aspects of your school program.
- Distribute the school report to key decision makers in your school community.
- Involve and inform people other than the staff who can talk articulately about Reading Recovery and what it has meant to them, e.g., parents and students.
- Ask parents for quotes or letters that say what Reading Recovery has meant to their children.
- Include quotes from parents and community members in your newsletter to communicate the impact of Reading Recovery on individuals.
- Make a short video showing children reading and the results of Reading Recovery. Have parents on the video talk about their children. Use before-and-after segments of children reading and writing.
- Work with the teacher leader to make it possible for school board members, local politicians, and business partners to observe Reading Recovery training taught behind a one-way mirror.
- Invite school board members, local politicians, and business partners to visit the school and observe Reading Recovery lessons.
- When you transport children to a Reading Recovery staff development session to watch one of your Reading Recovery teachers work behind the one-way mirror, invite someone from the school staff, the community, the parent association, or the school board to go with you. This provides an opportunity to build support and talk about the benefits of Reading Recovery.
- Make presentations at conferences on the results of Reading Recovery in your school and your district.

Figure 9.2
Tips on Communicating Effectively About Reading Recovery

- Messages and presentations are rehearsed so that they are concise and to the point.
- Presentations include clear examples that reveal the essence of the program.
- Results of Reading Recovery are demonstrated using children who have successfully completed their lessons. (When video clips are used, they are brief and have excellent technical quality. The clips include children and show what they can do.)
- Charts and graphs demonstrate research results better than tables.
- Written communications have plenty of white space for easy reading.
- The Public Information Packet and *Reading Recovery Review* from the Reading Recovery Council of North America include concise, clear explanations of Reading Recovery. (Fact sheets from the Public Information Packet are also available for download in pdf version from the RRCNA Web site, www.readingrecovery.org.)
- Teacher leaders can help prepare effective communications about Reading Recovery.

drop out). Most classroom instructional programs do not solve the problems related to these low achievers. With Reading Recovery's early intervention, you are offering one effective way to address the problem and close the achievement gap. You would not want to communicate that Reading Recovery alone solves the problem; however, you do want to be sure the superintendent knows that Reading Recovery is making a difference. Be sure the superintendent understands precisely what Reading Recovery is and is not. (See Chapter 3, Figure 3.1.) Also, be sure that the superintendent knows Reading Recovery is not a classroom program but works with a good classroom literacy program to form a successful comprehensive literacy plan.

In conversations with the superintendent and other administrators, emphasize Reading Recovery's benefits to students and to the school's capacity to analyze and address literacy problems related to reading and writing. Also stress that Reading Recovery training builds early literacy teaching capacity and expertise. (See Chapter 1, Figure 1.2 for a complete list of benefits.)

Working With Policymakers

There are many elected and appointed policymakers who can help support Reading Recovery, including school board members, state Title I directors, chief state school officers, and state and federal lawmakers. The formal responsibility that many policymakers have for education funding decisions creates an opportunity to establish a feeling of ownership for your school and its programs. Communicating with policymakers can also prevent misunderstandings or a lack of information from creating problems for your campus. In addition to the tips in Figure 9.1, the ideas in Figure 9.3, next page, can help cultivate support among policymakers.

There are many elected and appointed policymakers who can help support Reading Recovery. Invite them to read to students, observe a Reading Recovery lesson, or speak at graduation of newly trained Reading Recovery teachers. Here, Kentucky State Senator Dan Kelly visits North Washington Elementary School in Springfield, Kentucky to read with a Reading Recovery student and teacher. Kelly co-sponsored legislation that has increased the availability of Reading Recovery for Kentucky children from 10% to 40%. Kentucky's goal is to bring services to 100% of children who need Reading Recovery.

Figure 9.3
Tips on Working With Policymakers

1. Establish relationships with the future in mind. While some officials are "here today, gone tomorrow," most will remain a part of your professional circle for many years.
2. Keep your contact relevant. Link your communication with policymakers to a law, regulation, issue, or policy that they can impact and explain how you would like them to help you.
3. Incorporate teacher and parent perspectives into your communications with policymakers; include letters from parents and teachers who have been exposed to Reading Recovery.
4. Work with policymakers in ways that meet their need to be visible and involved in the community. Invite them to read to students, observe a Reading Recovery lesson, speak at the graduation of newly trained Reading Recovery teachers, etc., and include photos and articles about their participation in newsletters, press releases, and reports.

Chapter 10

Working with Parents

Reading Recovery teachers need to communicate frequently with parents and create strong partnerships. It is important to let parents know what you are doing for their child, so that they can provide important kinds of support, including:

- Being sure that the child's attendance is as regular as possible so that maximum benefit can be gained from one-to-one teaching. (Many Reading Recovery teachers contact parents when their students are absent.)
- Hearing the child read books each evening and watching the child put together the cut-up sentence and read it.
- Being sure to return the books each day because the child will be bringing home a new book.
- Interacting positively with their children, showing appreciation for what they do as readers and writers.

Parents will need to be notified of their child's participation in Reading Recovery. You and your district will develop the necessary permissions needed and ways of communicating with parents about Reading Recovery.

The Reading Recovery teacher has an initial meeting with parents to explain the program and communicate what the parents can do as partners. The Reading Recovery teacher will communicate the necessity of praising children for their efforts and help parents understand that the first books children read will be very simple and may seem memorized. Children actually are remembering the language and meaning while being cued by the print and pictures. Reading and rereading these little books is an important first step in reading. The Reading Recovery teacher should assure parents that their children are indeed learning about letters, sounds, and words in Reading Recovery lessons.

The ongoing progress of the child in Reading Recovery lessons can be shared as part of the regular parent conference with the classroom teacher. As the child's lessons continue, the Reading Recovery teacher will invite parents to observe a lesson and ask questions. The teacher can discuss the lesson afterwards with the parents. When the child's lessons are discontinued, inform and congratulate the parents on the child's graduation. The conversation should be a joint one with the classroom teacher and Reading Recovery teacher. Teachers can explain the child's progress and the fact that the child is now doing well in classroom instruction. A few children do not make the necessary progress for discontinuing. In this case teachers meet with parents to explain options and next steps, including any ongoing support that the school will provide. As the principal, you will be involved in this meeting.

If your school has a substantial number of parents who do not speak English, you can use a variety of creative ways to communicate with parents. You may be able to acquire translators from the community. Older siblings of Reading Recovery children or other older children in the school can sometimes fulfill this function. Schools make extraordinary efforts to create good communication with parents who do not speak English; the point here is to include Reading Recovery in that communication system.

When Parents Have Difficulty Providing Support

While life circumstances may make it impossible for some parents to provide the optimum home support needed for literacy learning, the results of Reading Recovery do not depend on home support.

Many children who do not have active support in the home make accelerated progress in Reading Recovery and reach high levels of competence in reading and writing. It is up to the teacher and the school to find alternative ways to help children make connections to others, display and practice their reading skills, and be appreciated for their efforts. For example, children can read books

Children who are successful in Reading Recovery enjoy reading. Parents are the best advocates for Reading Recovery because they can talk about their children's success.

from the Reading Recovery lesson to the principal, another teacher or staff member, an older child in the building, a kindergarten child, or a school volunteer.

It only takes a few minutes to read a book and have a brief conversation about it.

Enlisting Parents to Advocate for Reading Recovery

Parents are the best advocates for Reading Recovery because they can talk about what it has done for their children. After children have graduated from Reading Recovery, you will want to keep in touch with the parents. Chapter 6 describes how the school Reading Recovery team follows and advocates for children in the years after Grade 1. If appropriate, you can also informally follow up with parents to learn how the child is doing. Parents can tell you, for example, whether the child likes reading or voluntarily reads at home—both important indicators of the impact of the combination of Reading Recovery and good classroom programs. One Reading Recovery child, who moved five times before Grade 4, sought out the library with each move and checked out books. That child is now a student in law school.

It is quite common for parents to make presentations at school board meetings, legislative sessions, or other venues on behalf of Reading Recovery. In Chapter 9, suggestions are provided for generating and sustaining support for Reading Recovery that include parents.

Chapter 11

Troubleshooting

This section focuses on some of the topic areas where principals have faced implementation questions in Reading Recovery. It is intended to be a quick reference organized in an easy question and answer format. The topic areas included are

Building Support for Reading Recovery, *page 51*

Funding and Fiscal Management, *page 52*

Evaluating Reading Recovery in Your School, *page 53*

Managing Reading Recovery in Your School, *page 53*

Managing Personnel, *page 55*

Parent Communication, *page 57*

Phonics, *page 58*

Selecting Students for Reading Recovery, *page 58*

Scheduling, *page 59*

School Reading Recovery Teams, *page 60*

Staffing Models in Reading Recovery, *page 60*

Student Progress, *page 61*

Building Support for Reading Recovery

When people ask why our school has Reading Recovery, what should I say?

Reading Recovery

- provides early intervention to drastically reduce reading failure
- brings up the bottom end of achievement distribution, making the classroom teacher's work easier and more effective
- provides a powerful demonstration that with good teaching, all children can learn
- is a dynamic and effective professional development program
- includes assessments that can benefit the entire primary school staff in learning how to examine children's reading and writing behavior and recognizing evidence of progress

Is Reading Recovery scientifically based?

Reading Recovery has a strong scientific base that meets criteria of the Elementary and Secondary Education Act. (See Chapter 2 to review how Reading Recovery's research base fits in the national policy context.)

Does Reading Recovery meet the five essential components of reading instruction as described in Reading First?

The Reading First Act identifies five essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Reading Recovery includes each of these components in each lesson. (Chapter 2 provides a detailed description of how each of these components is included in Reading Recovery lessons.)

Reading Recovery brings up the bottom end of achievement distribution, making the classroom teacher's work easier and more effective.

Funding and Fiscal Management

How do I maintain my Reading Recovery program in a time of fiscal cutbacks?

First, communicate regularly and positively about Reading Recovery before the cutbacks. At time of crisis, continue to place high priority on Reading Recovery and keep the results visible. Enlist parents, teachers, and other program specialists (Title I, special education, etc.) to help you tell the story. Work with central office administrators and be sure they are aware of Reading Recovery's work. Search for alternative funding sources. (See Chapter 4 for funding sources.)

What funds can I use to support Reading Recovery in my school?

Multiple funding sources for Reading Recovery are desirable because the broader funding base creates a stronger platform to maintain and expand Reading Recovery services as funding streams change.

Most schools with Reading Recovery use federal funds from the Elementary and Secondary Education Act (ESEA), which was reauthorized by the No Child Left Behind Act of 2001. Title I of the ESEA authorizes funds for improving the academic achievement of disadvantaged children and includes Basic grants (Part A), Reading First grants (Part B), grants for the education of migratory children (Part C), and Comprehensive School Reform funds (Part F). In addition to Title I, some schools use Title II funds to train highly qualified teachers and Title III funds for limited English proficient and immigrant students. Another potential source of federal funds is the Twenty-First Century Community Learning Centers (21CCLC) grant program, under Title IV.

Most of these federal funds are distributed in each state by the state education agency, although some are awarded directly by the U.S. Department of Education. In addition, more than a dozen states have appropriated early literacy funding from their state budgets that can be used for Reading Recovery.[1] They include Arkansas, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Missouri, New Hampshire, Ohio, Rhode Island, and South Carolina.

How do we secure long-term, diverse funding to build support for Reading Recovery?

As long as Reading Recovery is exclusively funded with categorical funds, it remains vulnerable to changes in federal and state budgeting. Reading Recovery needs to be considered as an institutional part of your school's comprehensive literacy program, supported by local tax dollars as well as categorical funds. Talk with your district administrators and funding decision makers about Reading Recovery's essential role in your comprehensive literacy plan.

Is Reading Recovery expensive? Is Reading Recovery cost effective?

A long-term view of costs and children's outcomes reveals that Reading Recovery is not expensive. It is a very cost-effective safety net to improve literacy learning among lowest-performing first-grade students. Reading Recovery schools report a reduced number of children retained and referred to special education (Condon & Assad, 1996; Moriarty, 1997). *Reading Recovery Review: Understandings, Outcomes, and Implications* (Askew, Fountas, Lyons, Pinnell, & Schmitt, 1998) has an excellent discussion of Reading Recovery's cost effectiveness on pages 35–39. This publication is also available in the research section of the RRCNA Web site, www.readingrecovery.org. Another good reference for Reading Recovery's cost effectiveness is *No Quick Fix* (Allington & Walmsley, 1995; see Chapter 6, "Reducing Retention and Learning Disability Placement Through Reading Recovery: An Educationally Sound, Cost-Effective Choice," by Carol A. Lyons and Joetta Beavers, and Chapter 3, "Estimating Cost-Effectiveness and Educational Outcomes: Retention, Remediation, Special Education, and Early Intervention" by Phillip C. Dyer and Ronald Binkney).

[1] Based on a 2000 survey by RRCNA.

Evaluating Reading Recovery in Your School

How can I use data to determine whether children are successful in my Reading Recovery program?

For each child, you will have entry, discontinuing, and year-end scores on the six measures of the Observation Survey. These scores will indicate children's progress and status at year-end. (See Chapter 8.) Your Reading Recovery teacher leader can help you prepare data to present to the public.

Managing Reading Recovery in Your School

What resources are available to help me make Reading Recovery successful?

Your teacher leader and your site coordinator are your district's resource. The school Reading Recovery team also serves as a problem-solving mechanism. The university training center for your site provides professional support and counsel to both the teacher leader and site coordinator. In addition, the RRCNA Web site contains basic information about Reading Recovery. Two professional membership journals are published by RRCNA: *The Journal of Reading Recovery* and *Literacy Teaching and Learning: An International Journal of Early Reading and Writing.* RRCNA publications are also listed on the Web site at www.readingrecovery.org.

In Reading Recovery lessons, what do we do with the child who has severe behavior problems?

Work closely with parents, classroom teacher, and Reading Recovery teacher. Observe lessons to help in problem solving; good pacing is usually important, as is ensuring tasks are within the child's control. Help the teacher move on in the lesson in a way that will reengage the child instead of responding to every misbehavior. Schedule lessons first thing in the morning or at predictable times. Set limits, reward positive behavior, and help the child become conscious of progress in behavior as well as in reading. As a successful case example of how one teacher succeeded with a child who had behavior problems, see "Achieving Motivation: Guiding Edward's Journey through Literacy" in *Literacy Teaching and Learning* (Fullerton, 2001).

Reading Recovery is a very cost-effective safety net to improve literacy learning among lowest-performing first-grade students. Many Reading Recovery schools report a reduced number of children retained and referred to special education.

Why do teachers have to work with at least four children per day? Can they work with fewer?

A standard of Reading Recovery is that Reading Recovery teachers work with at least four children daily. There are several reasons for this. One is to achieve the goal of full coverage—to serve all the children in your school that need the service and therefore make an impact on literacy achievement in the school. Also, the more individual children that Reading Recovery teachers work with over time, the more opportunities the teachers have to broaden their understandings about individual differences and needs. The only exception to working with fewer than four children is when there is full coverage and there are no more children in the school who need the intervention. All teachers-in-training must work with four children throughout the training year. It is also advisable for teachers to continue to work with at least four children daily for the years immediately after their training.

How do I calculate how many Reading Recovery teachers I need for my school?

First, calculate the need. Consider the number of first-grade children in regular classrooms who are likely to need this intervention. (If you have both Reading Recovery and Descubriendo la Lectura, figure these numbers separately.) Previous history may give some indication of need. Results on the Observation Survey will also be helpful. After fall testing, determine how many children seem to need the intervention. Be sure to estimate how many children needing service will be likely to move in during the year.

When you have a rough estimate of need, you can calculate the number of teachers required to meet this need. A teacher should work with at least two rounds of children. With four teaching slots, the teacher will work with at least eight children. Mobility can affect this number.

If you anticipate needing to serve 25 children, you will likely need three Reading Recovery teachers working with at least four children daily.

In start-up situations, a rule of thumb is to have one Reading Recovery teacher for every two sections of Grade 1 (approximately 25 students per class). However, consider factors such as the size of the first-grade classes and the literacy needs of the school.

What happens if I have a large proportion of my students who need Reading Recovery?

If the proportion of children needing early intervention services in first grade is over a third, it is important to explore ways to strengthen and supplement the primary literacy program through systematic professional development of classroom teachers and to provide Reading Recovery for the lowest-achieving students. Few schools can afford to provide early intervention services to more than about 20% to 30% of first graders.

What is Roaming Around the Known?

For the first two weeks of children's lessons, teachers work with whatever children know about literacy, no matter how minimal, in different ways until they are fluently and flexibly using whatever they know about reading and writing letters, words, and messages. During this period teachers learn to stop teaching from preconceived notions and work from children's responses.

What are the parts of a Reading Recovery lesson?

- Reading familiar stories (including the previous day's new book)
- Rereading the previous day's new book and taking a running record
- Working with letters and words using magnetic letters
- Writing a story (including hearing and recording sounds in words)
- Assembling a cut-up story
- Introducing and reading a new book

What is the criteria for discontinuing service to a Reading Recovery child?

Reading Recovery provides instruction until a child's performance shows behavioral evidence that the extra help can be discontinued. Success in Reading Recovery means a student

- has demonstrated independent reading and writing strategies that will allow continued achievement.
- can read within the average range of the class reading performance.
- has made accelerated gains—not only increasing knowledge but doing so at an accelerated rate.

How do I deal with problems associated with pull-out groups as the Reading Recovery teacher's other duty?

If a Reading Recovery teacher is providing instruction to pull-out groups in addition to Reading Recovery responsibilities, that teacher should be working collaboratively with the classroom teachers of the children being taught. (This is not Reading Recovery!) Reserving time at a school Reading Recovery team or grade-level meeting to discuss how to make this group experience powerful would be recommended. If necessary, a staff developer for the classroom literacy program might be invited. Important ideas to keep in mind are flexible grouping, which permits children to change groups based on their abilities, and instruction that meets the needs of children in each group.

Managing Personnel

What kind of teacher would be good to recruit for Reading Recovery?

Teachers must volunteer to be trained in Reading Recovery and preferably have successful teaching experience at the primary level as a classroom teacher or specialist who has worked extensively with primary classroom programs. It is important that this person be flexible, a good communicator with other staff members, and eager to face the challenges of new learning. (See Chapter 6, Staff Selection for Reading Recovery, page 21.)

What should I do if I have problems working with the Reading Recovery teacher leader?

First, try talking honestly with the teacher leader. Then, go to the site coordinator and ask for help in resolving issues.

How do Reading Recovery and special education teachers work together?

Reading Recovery is an intensive period of diagnostic teaching that supports future decisions. After Reading Recovery lessons, the majority of children will not need special education services. Special education teachers will find that the number of inappropriate referrals are reduced. Even if children need special education services, they do make progress in their short Reading Recovery programs and a great deal of information about their reading and writing skills will be available to the special education teacher. Special education teachers often say that for the first time, children are entering special education knowing how to read.

School Reading Recovery teams, like this one at Glover Elementary School at Fort Bend ISD in Texas, monitor children's progress after they complete Reading Recovery lessons.

What do I do if there is a difference in the classroom teacher's and the Reading Recovery teacher's views of the child's ability and progress?

It is important for both teachers to work from a baseline of what a child knows and can do. As principal you may be able to arrange for the classroom teacher to observe the child in a Reading Recovery lesson and for the Reading Recovery teacher to observe the child in the class context. Accompany the teachers for these observations if possible. Encourage collaborative problem solving on behalf of the child. Talk about what seems to be getting in the way in the classroom and what each teacher can do to support the child. It is through good communication based on observations among Reading Recovery teachers and classroom teachers that children will make the best progress. The school Reading Recovery team is another venue for these conversations.

How do I help classroom teachers and Reading Recovery teachers talk with each other when there is a great discrepancy in the terms they use?

Encourage conversations that avoid educational jargon. If a term is unclear, encourage teachers to ask the other teacher for explanations. Remind Reading Recovery teachers that the terms they use may sometimes get in the way. They should learn to clarify their messages and introduce terms of importance to an ongoing conversation gradually across time. They must be aware that terms with no common ground could lead to a breakdown of communication and collaboration. Developing a common language usually takes place in the school Reading Recovery team meetings. Terminology must be grounded in observations of children's behaviors and agreement on what to call them. By focusing on children's behavior in the here and now, the group may be able to avoid disagreements over theory.

How do I deal with differing theoretical positions among teachers in my building?

Keep the discussion focused on specific children and on actual data: their reading, writing, and language behaviors as well as their progress. Help teachers talk about evidence of learning rather than philosophical positions. Over time, bring teachers together for professional development so that they broaden their views and have opportunities to share their learning and develop a common language about literacy learning.

What if the teacher is having difficulty in the Reading Recovery training?

If a teacher is having difficulty during training, it is important to talk with the teacher leader and the teacher. Discuss how best to support the teacher's learning. Determine if the teacher is committed to the training, and counsel the teacher out of the program if he or she does not wish to continue. To avoid such problems in the future, it is important to select an appropriate candidate with the consultation of the teacher leader.

What if children taught by a teacher are not making progress?

If a child is not making progress in Reading Recovery, there are specific procedures to follow in *Reading Recovery: A Guidebook for Teachers in Training* (Clay, 1993b). If none of these work, it is time to consult with the teacher leader.

What if I notice at the end of the year that the teacher has not discontinued any children?

It is important to distinguish between a teacher-in-training and a trained teacher in this case. If it is a teacher-in-training with whom the teacher leader is working, you need to have a discussion with the teacher leader and the teacher to decide what the best plan might be. The progress of Reading Recovery students should be monitored by the members of the team whenever a child enters Reading Recovery. If it is the end of the year, the teacher leader should be called in to work with the teacher and the rest of the school Reading Recovery team to develop a plan so that it will not happen again.

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What do I do if the teacher seems to be "burning out" as a Reading Recovery teacher?

You may wish to talk this over with the teacher leader. Often Reading Recovery teachers, after four or five years, rotate out of Reading Recovery into another position such as primary classroom teacher, reading teacher, or special education teacher (depending on certification). There is always the possibility of coming back into Reading Recovery at a future date, although some additional training may be necessary if the teacher has been out of Reading Recovery for several years. With additional training or certification, some Reading Recovery teachers and teacher leaders move into administrative or staff development positions.

Parent Communication

What do I do if the parent or teacher is asking that their child be enrolled in special education instead of Reading Recovery first?

Explain the advantages and results of Reading Recovery, as well as the value of one-to-one tutoring as the most effective kind of instruction. Reading Recovery can serve as a period of diagnostic teaching to help identify children who truly need further evaluation and longer-term service. Enlist the special education teacher in communicating with the parents the value of Reading Recovery participation before making decisions about placement.

What do I say when parents ask, "Why can't Reading Recovery deal with more kids?" Or "Why can't Reading Recovery be taught in groups?"

Reading Recovery lessons are tailored to the very specific needs of individual children who are confused about the processes of reading and writing. The teacher knows their strengths in great detail and builds on them through moment-to-moment interactions in order to accelerate their progress. This cannot be accomplished in a group setting.

How do I answer when parents insist on Reading Recovery for their child but the child does not qualify as one of the lowest-achieving children?

Reading Recovery has been designed to assist the lowest-achieving children. You can have the Reading Recovery teacher administer the Observation Survey and then show the parent that their child is not at risk. If the child has a particular learning issue, small group instruction may solve the problem.

School Reading Recovery team meetings, like this one held at Walker Station Elementary at Fort Bend ISD in Texas, are a good place to develop common language about literacy learning. Terminology must be grounded in observation of children's behaviors and agreement on what to call them.

Phonics

Do teachers teach phonics in Reading Recovery? Do they teach phonemic awareness?

Yes. Reading Recovery teachers help children hear the sounds in words and connect them to letters. They also help children learn to visually discriminate letters. Children learn to take words apart and develop basic principles of how words work. Every part of the lesson helps children learn to use phonics principles. Teachers give direct attention to letters, sounds, and words as children use magnetic letters to make and break words and as they learn to write words.

Selecting Students for Reading Recovery

Do we have to take the lowest children?

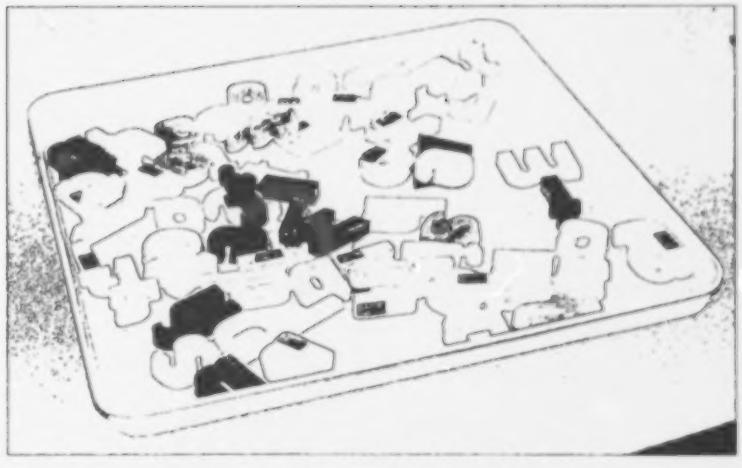
Yes. Without the services provided by Reading Recovery's one-to-one teaching, the lowest children will have very little chance to succeed in school. They can not benefit from classroom instruction and will lag farther and farther behind, remaining a problem to the school throughout their careers. (See Chapter 6, Figure 6.6, page 27.)

Why do I have to consult the teacher leader in selecting the Reading Recovery children in my school?

The teacher leader's graduate-level education and experience working with low-performing students adds value to the selection process. Also, the teacher leader is knowledgeable about Reading Recovery standards and the rationales for these standards. The teacher leader's responsibility is to assure the integrity and quality of Reading Recovery at school and site levels. (See Chapter 6.)

Shouldn't we wait for children to learn English before putting them in Reading Recovery?

Many children for whom English is a second language can benefit greatly from Reading Recovery. If children can use English well enough to understand the tasks on the Observation Survey, you can assess them. If they are the lowest achievers in first grade, they should be entered into Reading Recovery. (See Chapter 6, ESL Children, page 29.)



In Reading Recovery, teachers give direct attention to letters, sounds, and words as children use magnetic letters to learn how words are constructed.

Should we take children with a history of absence into Reading Recovery?

Yes. You are not dealing with their history; they can make a fresh start if their parents are being fully informed about the need for consistent attendance. (See Chapter 6.) Consult with your teacher leader for procedures to follow if a child is consistently absent after beginning Reading Recovery lessons.

Why do we take only first graders into Reading Recovery?

We intervene early and provide intensive, high-quality instruction that will help children catch up before the gap becomes too wide. (See Chapter 6, Selecting the Lowest-Achieving Children, page 28.) Also, the research base was carried out with young children and cannot be generalized to older students.

Why can't we take retained first graders into Reading Recovery?

Reading Recovery is reserved for first-time first graders because it is intended to be early intervention. In fact, retention is an intervention because an extra year of instruction is provided. (See Chapter 6, Retention, page 29.)

Scheduling

Why are daily lessons so important?

The lowest-achieving children need daily lessons so that they can remember the previous day's learning and build on it; daily lessons provide the essential momentum to help children accelerate their learning. (See Chapter 6, 30-Minute Lesson, page 31.)

What do I do about Reading Recovery children at the end of the year who are making good progress but haven't reached discontinuing in the time left?

Address the larger problem by speeding up your testing at the beginning of the year and working for faster progress of children through the program. For this year's first graders, send home books and writing materials for the summer and give parents some advice about having some pleasurable times with their children around literacy. Bring the second-grade teachers together to give extra attention to these children at the beginning of the year. If resources exist, some districts develop summer literacy programs, where Reading Recovery children who have made substantial progress during the year can continue their daily Reading Recovery instruction and participate in literacy enrichment activities. The teacher leader should be contacted about this issue.

To reinforce learning, some teachers send home books and writing materials for the summer and give parents advice about having pleasurable times with their children around literacy.

School Reading Recovery Teams

Why do I need a school Reading Recovery team?

The school Reading Recovery team

- builds broad ownership and shared responsibility for the program and fosters communication.
- solves programs that the principal can not solve alone.
- helps all teachers in the school have a stake in the learning of the lowest-achieving first graders. (See Chapter 6, School Reading Recovery Teams, page 25.)

Why is the teacher leader consulted as part of the school Reading Recovery team?

The teacher leader will serve as a consultant to the school Reading Recovery team and can benefit the school's Reading Recovery program in several ways:

(a) help establish the Reading Recovery team and be initially involved in meetings;

(b) support the Reading Recovery team in making decisions about selecting, discontinuing, and recommending; and

(c) provide assistance in making difficult decisions about unusual cases.

The teacher leader will provide program knowledge and will support the problem-solving process at the school level.

Do we need to do anything special with Reading Recovery children when they are in second grade?

Yes. Your school Reading Recovery team should assign an advocate for each child and regularly check on the child's progress. Do some troubleshooting around specific problems for these children and, if needed, make arrangements for a boost. (See Chapter 8, Monitoring Children's Progress After Reading Recovery, page 43.)

Staffing Models in Reading Recovery

What are the models for staffing Reading Recovery and providing for the Reading Recovery teacher's duties other than one-to-one teaching?

Reading Recovery teachers can share a classroom, each taking a half-day. Some schools use a floating teacher to relieve classroom teachers to teach in Reading Recovery for part of the day. Reading Recovery teachers can also teach small groups in pull-out or push-in programs, teach half-day kindergarten, teach ESL, or any other assignment the principal and school team thinks is important for the school mission. (See Chapter 6, Staffing Models for Reading Recovery Teaching, page 23.)

What do I do when teachers have trouble collaborating in the shared classroom model or other models in which cooperation is needed?

Make sure recruitment works to bring the right people together and that teachers fully understand what is expected. Bring them together to get problems out in the open on a regular basis and teach them ways to resolve problems. If the shared situation simply won't work, change the staffing model when possible.

The school Reading Recovery team builds broad ownership and shared responsibility for the program as it fosters communication.

All children deserve the opportunity for a full program. Research has shown that if we decide to remove children before 20 weeks because we think they will not discontinue, our predictions will be wrong in too many cases.

Student Progress

What do I do when teachers want to remove children from Reading Recovery before 20 weeks?

School Reading Recovery teams will help here. An ongoing discussion about the goal of Reading Recovery will be useful. All children deserve the opportunity for a full program. Research has shown that if we decide to remove children before 20 weeks because we think they will not discontinue, our predictions will be wrong in too many cases. (See Clay, 1993b, *Reading Recovery: A Guidebook for Teachers in Training*, pp. 86–95.) We must also remember that even if children do not meet the rigorous criteria for discontinuing, they will continue to build a processing system to support future learning. For these children we will provide intensive, diagnostic teaching for 20 weeks before considering other alternatives.

What do I do about children who fall into the recommended category at the end of Round 1 or at the end of the year?

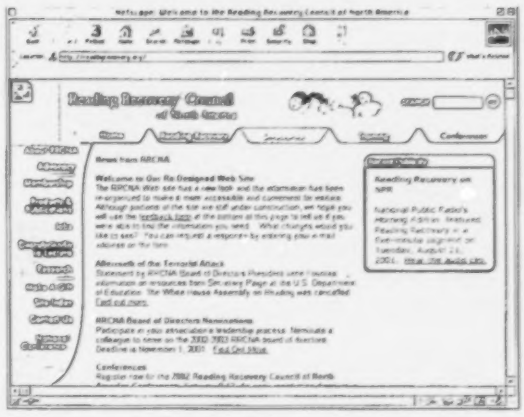
Recommended status does not necessarily mean moving to special education. It means that there is a plan to do something to help the child. The school Reading Recovery team should problem-solve on an individual basis as to the service that each child requires. (See Chapter 6.)

What do I do about teachers who keep children too long in programs; that is, they are reluctant to test for discontinuing?

There should be a system for monitoring progress throughout a child's program. There are steps for Reading Recovery teachers to take when children are making slow progress, including asking for teacher leader support. Problem solving should have occurred long before the 20-week point. At 20 weeks, decisions are made to recommend a child for other actions, to allow a child who needs a little more time to complete the program, or (in rare cases of full coverage, with no other child in need) to continue a child in Reading Recovery service. School Reading Recovery teams help with these decisions. Problem solving throughout a child's series of lessons should eliminate long programs.

The Reading Recovery Council of North America: How the Council Can Help

The Reading Recovery Council of North America (RRCNA) is the professional home for the Reading Recovery community. The Council's more than 11,000 members represent five member categories: teachers, teacher leaders, trainers, site coordinators, and partners. As a principal you are in the partner category, which includes administrators, classroom teachers, reading specialists, community members, parents, and others. Many principals and other administrators join RRCNA because membership facilitates their work and because they support the Council's vision, mission, and purpose as stated in Figure 12.1. This section details RRCNA services that support principals as they work to create quality implementations in schools.



The RRCNA Web site is the information hub for Reading Recovery, updated frequently with the latest information.

Figure 12.1
Vision, Mission, and Purpose for the Reading Recovery Council of North America

Vision

That children will be proficient readers and writers by the end of first grade.

Mission

To ensure access to Reading Recovery for every child who needs its support.

Purpose

To sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

Web Site, www.readingrecovery.org

As more and more educators use the Internet for information, the World Wide Web is a critical resource. RRCNA maintains the Reading Recovery Web site. The Web site is the information hub for Reading Recovery, updated frequently with the latest information. Administrators find it a valuable resource for funding information, product and publication orders, conference and training opportunities, personnel postings, and more. Past issues of Council newsletters and journals *(Literacy Teaching and Learning: An International Journal of Early Reading and Writing* and *The Journal of Reading Recovery)* are available in the members-only section of the Web site. Contact information for RRCNA board and staff members is also listed on the site.

Conferences

RRCNA provides continuing education opportunities for Reading Recovery-trained professionals, school administrators, and early literacy teachers.

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The National Reading Recovery and Descubriendo la Lectura Conference is an annual event held in February. With thousands of Reading Recovery professionals, school administrators, and classroom teachers attending, this conference offers a premier learning experience about Reading Recovery and its implementation. Additionally, RRCNA offers the North American Leadership Academy every other year. The Academy is attended by Reading Recovery-trained professionals and school administrators interested in expanding the implementation of Reading Recovery in their schools, districts, states, provinces, and throughout North America. Advocacy is emphasized as a key component of successful implementation. Check the RRCNA Web site, www.readingrecovery.org, for up-to-date conference information.

Products and Publications

RRCNA offers a variety of publications to help busy administrators. RRCNA publishes two journals for members: an academic journal, *Literacy Teaching and Learning: An International Journal of Early Reading and Writing,* and a practitioner's journal, *The Journal of Reading Recovery (JRR).* With sections on teaching, implementation and training, research, and RRCNA news, the *JRR* is filled with practical information to guide teachers and administrators in their daily work. Other publications also address implementation issues such as advocacy, public information, and research. The RRCNA Web site lists many of the publications and products available through RRCNA.

Advocacy

RRCNA promotes government support for Reading Recovery in two ways: 1) advocacy at the federal level and 2) technical assistance to state and local Reading Recovery implementations. By monitoring and working to impact federal legislation, regulations, and research on reading, RRCNA maintains and enhances access to federal funding and support. RRCNA also provides information and professional development opportunities to help supporters become effective advocates at state and local levels.

Teacher Leader Registry

RRCNA maintains a current registry of all active Reading Recovery and Descubriendo la Lectura teacher leaders. Registry status is determined by the teacher leader's affiliated university training center and is based on compliance with RRCNA standards for trained teacher leaders. Eligibility requires meeting the criteria described for teacher leaders in the RRCNA Standards and Guidelines. Among these criteria is continued employment in the role of teacher leader in a site authorized to use the Reading Recovery trademark. The registry affirms to the public that RRCNA and its Reading Recovery teacher leaders are committed to maintaining high quality standards of instruction for children, ongoing professional development of teacher leaders, and the integrity of Reading Recovery implementations.

As a service to the Reading Recovery community and school districts nationwide, the Council provides an electronic copy of the teacher leader registry on the RRCNA Web site. The registry can be sorted by teacher leader's last name or geographic location. To access the teacher leader registry, visit the Council's Web site at www.readingrecovery.org.

Scholarships

RRCNA raises funds to support Reading Recovery. Three types of scholarships are available to help support professional development for Reading Recovery personnel:

1. **Teacher leader scholarships.** Scholarships are offered to help offset the cost of teacher leader training. These scholarships have been funded by Ronald McDonald House Charities Scholars Program, The Goizueta Foundation, and TOSA Foundation.
2. **Conference scholarships.** The Nancy Pollock Fellrath Scholarship helps pay expenses for Reading Recovery teachers to attend Reading Recovery conferences sponsored by RRCNA.
3. **University trainer scholarships.** The RRCNA Board of Directors has dedicated funds to support training of new university trainers in North America.

RRCNA conferences provide opportunities for continued learning and networking with other professionals.

Reading Recovery Council of North America Standards and Guidelines

RRCNA, in collaboration with university trainers from the teacher leader training centers, is entrusted with the important work of assuring quality services to children and effective implementation of the program. To support program effectiveness, RRCNA publishes *Standards and Guidelines of The Reading Recovery Council of North America*. Based on research about effective practices, the standards and guidelines both inform and support Reading Recovery's thousands of personnel across the United States. Use of the Reading Recovery trademark is granted royalty free to schools and sites in compliance with the standards and guidelines.

APPENDIX A

Sample Interview Questions for Teacher Selection

	Question	Rating 1	2	3	4
1.	Why did you apply for this position? *(Make sure it's voluntary.)*	—	—	—	—
2.	What experiences have you had which you feel have prepared you for this position? *(Varying ability level of students, background of student, etc.)*	—	—	—	—
3.	Reading Recovery works with the lowest-performing children in first grade. These children often have other problems as well. Why do you want to become a Reading Recovery teacher who works with such children?	—	—	—	—
4.	Do you consider yourself to be an organized person? Why or why not? *(Look for evidence of time management, record keeping, etc.)*	—	—	—	—
5.	Are you aware of the weekly class schedule for next year and the continuing contact meetings in subsequent years? *(Look for a 3-year commitment.)*	—	—	—	—
6.	What does your ideal classroom look like? How do young students learn to read and write? *(Reading and writing instruction.)*	—	—	—	—
7.	What is one word that best describes how you work with parents? Teachers? Children?	—	—	—	—
8.	Reading Recovery teachers sometimes share a classroom for part of the day. What do you think about this? What are some of the advantages and disadvantages of sharing a classroom?	—	—	—	—
9.	In Reading Recovery training, many changes typically occur in teachers' beliefs about reading and writing and how to teach. How do you feel about change and uncertainty?	—	—	—	—
10.	Daily lessons are essential in Reading Recovery. How might you accommodate daily lessons if there were special events scheduled during your Reading Recovery time (i.e., speakers assemblies)?	—	—	—	—
11.	If you saw improvement in the Reading Recovery child's reading and writing, but the classroom teacher did not see improvement, what would you do?	—	—	—	—

Sample Interview Questions for Teacher Selection

Question	Rating 1	2	3	4
12. What changes have you made in your teaching in the last five years?	—	—	—	—
13. What are your strengths as a teacher?	—	—	—	—
14. Where do you see a need to grow?	—	—	—	—

Subtotal rating these questions _____

Total score (sum of ratings for questions) _____

Applications/writing score (see rating scale) _____

Total score (rating for questions and application/writing) _____

Interviewer's signature _____

APPENDIX B

Sample School Reading Recovery Team Agenda (September)

Exceptions are not made for children of lower intelligence, for second language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures or for children who have already been categorized by someone else as learning disabled. (Clay, 1991)

A. Welcome and Introductions

B. Why Are We Here?

C. How Are They Doing?

D. Goals for the Year

   (1) Annual Report

   (2) Advocates

   (3) Parent Orientation

   (4) Faculty Orientation

E. Why 20 Weeks?

   (1) A Look at the Data

   (2) Positive Outcomes

   (3) Monitoring the Program

   - Guarding Teaching Time
   - Reading Recovery Five-Week Check

Facilitator for our next meeting: _____

Agenda adapted from Reading Recovery School Literacy Team meeting held September 20, 1999, at Mission Bend Elementary, Fort Bend ISD.

APPENDIX C

Sample School Reading Recovery Team Agenda (May)

Think of a circular room with many doors opening into it. Children enter the room through any one of these doors and then learn to climb one of the various staircases to higher levels. Many keys unlock the doors, and different staircases all get you to the top. For most children having difficulty, Reading Recovery is like a master key and a safe staircase that takes them from any classroom program and returns them to competence in that program. (Clay, 1998, p. 214)

A. Questions for the School Literacy Team:

   1. Is there a relationship between children identified as having difficulty with phonemic awareness as measured by Phonemic Awareness and Phonics Inventory (PAPI) and children identified as the lowest in their cohort as measured by Clay's Observation Survey?
   2. How can we get more children through Reading Recovery in a shorter time frame next year?
   3. How can we provide more instructional time in reading and writing for the children who need it the most?

   Please send in writing (it doesn't have to be rewritten or typed) what your team brainstormed in response to these questions, along with your paperwork from your School Literacy Team meeting.

B. Data gathering (Please fill in the attached chart with the members of the team.)

C. Data analysis (Is there any relationship?)

D. Progress of current Reading Recovery children (School Literacy Team chart)

E. Progress of former Reading Recovery children (Advocates chart)

F. Preparations for parent breakfast or after-school meeting

G. Summer school candidates (List children with incomplete service, regardless of level.)

Dates to Remember

Last day of Reading Recovery sessions: May 11

End-of-year testing and follow-up testing: week of May 14

Data collection: week of May 21

Agenda adapted from Reading Recovery School Literacy Team School Literacy Meeting 6 held Tuesday, May 8, 2001, at Oyster Creek Elementary, Fort Bend ISD.

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APPENDIX D

Sample Report of Reading Recovery Children

School Literacy Team Chart

(Adapted from Fort Bend ISD, Texas)

The Fort Bend ISD School Literacy Team has developed this chart as a quick reference to track Reading Recovery student progress throughout the school year. The chart provides three uses:

- to guide discussion during School Literacy Team meetings
- to cross-check data submission to the National Data Evaluation Center
- to provide a list of children to be followed in second grade

As it is used in Fort Bend, the chart appears on a single 8- by 13-inch sheet with many columns. Although the original chart has been adapted to fit the format for this guide, this sample contains all the relevant information. It is used to provide key information for program entry, exit, and year-end. In addition, it contains summary progress information for Reading Recovery students for each of the Reading Recovery team's six meetings throughout the year.

The chart provides the following data elements:

1. Reading Recovery and Classroom Teacher Name (RRT/CRT)
2. Student Name
3. Entry Level Student Information
    - Entry Test Date (Entry TD)
    - Reading Group (RdGr)
    - Letter Identification (LI)
    - Ohio Word Test (OWT)
    - Concepts About Print (CAP)
    - Writing Vocabulary (WV)
    - Hearing and Recording Sounds in Words (HRSW)
    - Text Reading Level (TRL)
4. Student Progress Report for 5 of 6 team meetings
    - Text Reading Level (TRL)
    - Writing Vocabulary (WV)
    - Not Served (Number of School Days student or teacher was absent (N/S)
5. Exit Data
    - Exit Test Date (Exit TD)
    - Reading Group (RdGr)
    - Letter Identification (LI)
    - Ohio Word Test (OWT)
    - Concepts About Print (CAP)
    - Writing Vocabulary (WV)
    - Hearing and Recording Sounds in Words (HRSW)
    - Text Reading Level (TRL)
    - Number of Sessions and Number of Weeks Child Was in Service (#SES/Wk)

6. End-of-Year Data
    - End-of-Year Test Date (EOYTD)
    - Reading Group (RdGr)
    - Letter Identification (LI)
    - Ohio Word Test (OWT)
    - Concepts About Print (CAP)
    - Writing Vocabulary (WV)
    - Hearing and Recording Sounds in Words (HRSW)
    - Text Reading Level (TRL)

7. Status Reported to NDEC
    - Discontinued (D)
    - Recommended (R)
    - Moved (M)
    - Incomplete (I)
    - None of the above (N)

SAMPLE READING RECOVERY SCHOOL LITERACY TEAM CHART

_____ Elementary

RRT/CRT	Student	Entry Level Student Information								Student Progress Reports													
		Entry	Rd							2nd SLT Mtg			3rd SLT Mtg			4th SLT Mtg			5th SLT Mtg			6th SLT Mtg		
		TD	Gr	LI	OWT	CAP	WV	HRSW	TRL	TRL	WV	N/S	TRL	WV	N/S	TRL	WV	N/S	TRL	WV	N/S	TRL	WV	N/S

RIRT/CRT	Student	Exit Data											End-of-Year Data								NDEC Program Status
		Exit TD	Rd Gr	LI	OWT	CAP	WV	HRSW	TRL	Ses/ Wk			EOY TD	Rd Gr	LI	OWT	CAP	WV	HRSW	TRL	

APPENDIX E

Sample Agenda for Fall Principals' Meeting

Exceptions are not made for children of lower intelligence, for second language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures or for children who have already been categorized by someone else as learning disabled. (Clay, 1991)

I. Language Arts and Reading Recovery

II. Fulfilling the Goals of Reading Recovery

- A. Current situation, school level
- B. Ideal
- C. Program results of the previous year
- D. Obstacles
- E. Supports
- F. How to overcome obstacles to reach our ideal

III. Monitoring the Program

- A. Guarding teacher time
  - Are all available teaching days during the year being used?
  - Are lessons daily?
  - Is there a problem of teachers being unavailable to teach?
- B. Record Keeping
  - Observation Survey, predictions of progress, data card
  - Lesson components
  - Lesson record, guide to lesson record
  - Running record
  - Daily lesson attendance
  - Writing vocabulary
  - Record of book level

Agenda adapted from Reading Recovery Principals' Meeting held September 29, 1997, Fort Bend ISD.

APPENDIX F

Sample Reading Recovery (RR) School Report Form

School: _____ District: _____ Date: _____

Team Members Preparing the Report: _____

_____

_____

Summary of Academic Year _____

1. Number of first graders in the school in English classrooms _____
2. Number of first-grade classrooms (English) _____
3. Daily number of RR teaching slots in the school _____
4. Total number of children served in RR _____

   How many are discontinued? _____

   How many "recommended action"? _____
   (20 or 20+ weeks and not discontinued)

   How many had incomplete programs? _____
   (less than 20 weeks; did not discontinue)

   How many moved while being served in RR? _____

   How many "none of the above"? _____
   (withdrawn from RR, less than 20 weeks, with teacher leader approval; very rare)

5. Percentage of total RR students who discontinued _____
   (divide # of discontinued students by total served)
6. Percentage of "full program" children who discontinued _____
   (divide # of discontinued by total of discontinued and recommended action students)
7. Percentage of first-grade students served at the school _____
   (divide total # of RR students by total # of first graders)
8. Average number of weeks for discontinued students _____
   (add # of weeks for all discontinued students; divide by # of discontinued students)
9. Average number of weeks for incomplete program students _____
   (add # of weeks for incomplete program students; divide by # of incomplete program students)
10. What were the reasons for missed lessons? _____

    _____
11. What was the average number of children served for RR teachers? _____

12. Were any RR children retained or referred? (Explain.) _____

_____

13. How many children who needed RR were not served? _____

14. Evaluate the student outcomes for this year.
(Consider number of children served, outcome status for all children, time in program, service for all children, etc. Use another page if needed.)

15. What are our plans for monitoring the ongoing progress of all children served?

16. What was the status of former RR children?

17. What factors may have contributed to the outcomes in our school?

18. What recommendations do we have for next year for our school?
(Use another page if needed.)

19. What support will be needed within the school, from the teacher leader, or from the district?

Other comments:

Status of Reading Recovery Children at Year-End

School: _____ Academic Year: _____

Use additional sheets as needed. Don't forget to list children who were perceived as needing Reading Recovery but did not receive Reading Recovery support on another sheet of paper or on the back of this page.

Discontinued

Full Program: Recommended Action

In Program at End of Year (Incomplete Program)

Moved

None of the Above

APPENDIX G

Sample Descubriendo la Lectura (DLL) School Report Form

School: _____ District: _____ Date: _____

Team Members Preparing the Report: _____

_____

_____

Summary of Academic Year _____

1. Number of first graders in the school in bilingual classrooms _____
2. Number of first-grade classrooms (bilingual) _____
3. Daily number of DLL teaching slots in the school _____
4. Total number of children served in DLL _____

   How many are discontinued? _____

   How many "recommended action"? _____
   (20 or 20+ weeks and not discontinued)

   How many had incomplete programs? _____
   (less than 20 weeks; did not discontinue)

   How many moved while being served in DLL? _____

   How many "none of the above"? _____
   (withdrawn from DLL, less than 20 weeks, with teacher leader approval; very rare)

5. Percentage of total DLL students who discontinued _____
   (divide # of discontinued students by total served)
6. Percentage of "full program" children who discontinued _____
   (divide # of discontinued by total of discontinued and recommended action students)
7. Percentage of first-grade students served at the school _____
   (divide total # of DLL students by total # of first graders)
8. Average number of weeks for discontinued students _____
   (add # of weeks for all discontinued students; divide by # of discontinued student
9. Average number of weeks for incomplete program students _____
   (add # of weeks for incomplete program students; divide by # of incomplete program students)
10. What were the reasons for missed lessons? _____

    _____
11. What was the average number of children served for DLL teachers? _____

12. Were any DLL children retained or referred? (Explain.) _____

_____

13. How many children who needed DLL were not served? _____

14. Evaluate the student outcomes for this year.
(Consider number of children served, outcome status for all children, time in program, service for all children, etc. Use another page if needed.)

15. What are our plans for monitoring the ongoing progress of all children served?

16. What was the status of former DLL children?

17. What factors may have contributed to the outcomes in our school?

18. What recommendations do we have for next year for our school?
(Use another page if needed.)

19. What support will be needed within the school, from the teacher leader, or from the district?

Other comments:

Status of Descubriendo la Lectura Children at Year-End

School: _____ Academic Year: _____

Use additional sheets as needed. Don't forget to list children who were perceived as needing Descubriendo la Lectura but did not receive Descubriendo la Lectura support on another sheet of paper or on the back of this page.

Discontinued

Full Program: Recommended Action

In Program at End of Year (Incomplete Program)

Moved

None of the Above

Lesson Record

NAME: Andrew

LESSON RECORD

READING

DATE: 11/21

NEW TEXT	RE-READING	STRATEGIES 1 USED 2 PROMPTED	TAKING WORDS APART IN READING	1 LETTER IDENTIFICATION 2 MAKING AND BREAKING
25	The Big Kick (4)	Early behaviors secure.	looked	letter sort n h r
Greedy Cat is Hungry (6)		Re-read to check structure.	kicked	group letters talk about similarities & differences. write letters
Focus: Monitoring for final visual information	Dan the Flying Man (4)	Prompt to check final inflections	flying	
		Cross checked MS with (V)isual info		look looks looked looking
	Father Bear Goes Fishing (5)	Self correcting using V. info.	fish shouted	
Running Record easy 96% sc 1:3		Prompt TTA	fishing	
		Monitoring Meaning		
		Prompt TTA monitor for final visual info		

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WRITING		CUT UP STORY		
TASK	CONSTRUCTING WORDS AND FLUENCY PRACTICE	SPATIAL CONCEPTS	SEQUENCING	COMMENT
Today my dog had a puppy. I hope it's a girl.	had to fluency ✓ ✓ ✓ TP TP p u p p y 1 2 3 4 prompt baby happy ✓ ✓ ✓ h o p e 1 2 3 TP it is it's girl TP	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Didn't have to prompt for spacing today	To/day ✓✓ it/s ✓✓	Andrew is really beginning to attend to final inflections. His rereading indicates he is searching for structural info. He is hearing sounds in words in sequence.

RECORD OF BOOK LEVEL

Name: Andrew

Date of Birth: 5/28/95

Book Level Enter examples of titles here

- 24
- 23
- 22
- 21
- 20
- 19
- 18
- 17
- 16
- 15
- 14 Dinosaurs 93% 1:2
- 13 The Baby Sitter 97% 1:2
- 12 Red Socks Yellow Socks 96%
- 11 Just My Luck 96% 1:3
- 10 The Lion & the Rabbit 93% 1:2
- 9 The Lion's Tail 95% 1:2
- 8 Go Back to Sleep 94% 1:3
- 7 Baby Bear Goes Fishing 93%
- 6 Where's Miss Pool 96% 1:1
- 5 The farm concert 90% 1:3
- 4 The Bumper Cars 95% 1:2
- 3 My Home 75%
- 2 Look at me 100%
- 1 The Farm 96%

0--0--0--0 90% accuracy or above

●--●--●--● below 90% accuracy

DATE: 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 11/22, 11/29, 12/6, 12/13, 12/20, 1/3, 1/10, 1/17, 1/24, 1/31

Weekly Observations

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Book Graph

APPENDIX I

Writing Vocabulary Chart

WRITING VOCABULARY WEEKLY RECORD SHEET

Name: Andrew

Date of Birth: 5/28/95

Initial Testing: Date: 9/16	Week: 1 RAK Date: 10/4	Week: 2 RAK Date: 10/11	Week: 3 Date: 10/18	Week: 4 Date: 10/25	Week: 5 Date: 11/1	Week: 6 Date: 11/8
Andrew on no the (4)	my (5)	me a and (8)	I do today want play is and in (16)	to for love your so it am. go w.th mom was (27)	up if (29)	am going went (32)
Week: 7 Date: 11/15	**Week: 8 Date: 11/22**	**Week: 9 Date: 11/29**	**Week: 10 Date: 12/6**	**Week: 11 Date: 12/13**	**Week: 12 Date: 12/20**	**Week: 13 Date: 1/3**
baby happy day (35)	because (36)	said not will of are eat can't all (44)	new have when bed (48)	Santa b.ke we had stop gave her don't her hut (58)	gave dog (60)	zoo I'll be w.th head came out (67)

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CHAPTER 14

Glossary

accelerated progress – Because Reading Recovery students are the lowest-performing students in their first-grade classrooms, they must make accelerated progress through individual tutoring to be able to read and write with their average peers. National Data Evaluation Center reports of text reading levels show the accelerated progress achieved by students who successfully complete Reading Recovery.

average band – Average bands are calculated from year-end scores on the six measures of Clay's Observation Survey. The survey is administered to a nationally defined random sample comparison group. The average band is one-half standard deviation around the mean, representing a performance level approximately equivalent to the middle third of the random sample. Reading Recovery children are compared to that band, with the percentage falling below, within, or above it reported in Question 4 of the annual evaluation reports. This average band of performance is a statistical representation of the average reader that Reading Recovery aims each of its students to become.

behind a one-way mirror – Reading Recovery training integrates theory and practice. A one-way mirror enables trainees to observe, discuss, and reflect on Reading Recovery lessons with the teacher leader or university trainer.

book graph – In Reading Recovery, teachers keep a weekly record of text reading progress by book level. See sample book graph, Appendix I.

Clay, Marie – Reading Recovery was developed in 1976 under the leadership of Professor Emeritus Marie Clay, University of New Zealand. An internationally recognized educator and child developmental psychologist, Dr. Clay's work is widely published in books and professional journals. She consults internationally, especially in the five nations where Reading Recovery is implemented: Great Britain, Australia, New Zealand, Canada, and the United States.

cluster visit – An opportunity to accompany the teacher leader in a school visit to another teacher is known as a cluster visit. When several teachers go together to observe school visits, the result is an exciting, collegial discussion of important teaching aspects.

continuing contact – Reading Recovery teachers participate in ongoing training called continuing contact. The RRCNA Standards and Guidelines call for a minimum of six sessions per year, but most teacher training sites require more.

Descubriendo la Lectura (DLL) – DLL is a reconstruction of Reading Recovery for Spanish-speaking children. DLL is a highly effective short-term intervention of one-to-one teaching for low-achieving first graders who are receiving classroom instruction in Spanish.

discontinued – This is one of the status categories assigned to children as they leave the Reading Recovery program. The National Data Evaluation Center defines this status category as "a child who has successfully met the rigorous criteria to be discontinued (i.e. released) from Reading Recovery during the school year or at the time of year-end testing."

ESL model – This is one of several staffing models used to implement Reading Recovery. The Reading Recovery teacher teaches Reading Recovery students a half-day and teaches ESL students the other half of the workday.

first-grade shared classroom model – This is one of several staffing models used to implement Reading Recovery. Reading Recovery teachers share a first-grade classroom. One teacher serves Reading Recovery students for a half-day while the other teacher teaches their first-grade classroom. Their roles then reverse the other half-day.

full coverage (or full implementation) – A school has reached full coverage when it has enough Reading Recovery teachers to reach all children defined by that school as needing Reading Recovery. This generally is 20 percent or more of the first-grade cohort.

incomplete program at year-end – This is one of the status categories assigned to children as they leave the Reading Recovery program. The National Data Evaluation Center defines this status category as "a child who is still in Reading Recovery/Descubriendo la Lectura at the end of the school year, with insufficient time (usually less than 20 weeks) to exit the program. This category includes children who will continue service in summer or extended year programs."

International Reading Recovery Trainers Organization – This organization, whose membership includes all university trainers from the five countries where teacher leaders are trained, provides leadership and high-quality, continuous learning for Reading Recovery educators. The five Reading Recovery nations include Australia, Canada, New Zealand, the United Kingdom, and the United States.

kindergarten model – This is one of several staffing models used to implement Reading Recovery. A Reading Recovery teacher works a half-day as a Reading Recovery teacher and a half-day as a kindergarten teacher.

lesson – The 30-minute individual Reading Recovery lesson is tailored to meet the needs of each child. Each Reading Recovery lesson consists of reading familiar stories, reading a story that was read for the first time the day before, working with letters and words using magnetic letters, writing a story, assembling a cut-up story, and reading a new book. The teacher takes a running record of the child's progress every day and uses the data to plan future lessons.

lesson record – Reading Recovery teachers keep a daily record of teacher-child interactions for each lesson. See sample lesson record, Appendix H.

little books – Students in Reading Recovery read real text in leveled books. These books are sometimes called little books.

lowest-achieving first graders – Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Early in the school year, each first-grade classroom teacher is asked to place students in rank order of reading achievement. The lowest third of each class is tested using the Observation Survey of Early Literacy Achievement. Based on results, Reading Recovery teachers begin lessons with the lowest-achieving first graders. Reading Recovery begins with the lowest achievers first because the goal is to "dramatically reduce the number of learners who have extreme difficulty in literacy learning and the cost of these learners to the system" (Clay, 1994).

moved while being served – This is one of the status categories assigned to children as they leave the Reading Recovery program. The National Data Evaluation Center defines this status category as "a child who has moved out of the school while still being served, regardless of the length of the child's program to date."

National Data Evaluation Center (NDEC) – Research and evaluation in Reading Recovery and Descubriendo la Lectura are carried out by the National Data Evaluation Center, which is housed at The Ohio State University. NDEC collects data each year from every site in the United States, including pre- and post-test intervention measures on every child who receives Reading Recovery or Descubriendo la Lectura instruction.

none of the above – This is one of the status categories assigned to children as they leave the Reading Recovery program. The National Data Evaluation Center defines this status category as "a rare category used only for a child who was removed from Reading Recovery/Descubriendo la Lectura services under unusual circumstances, with fewer than 20 weeks of instruction. This includes, for example, a first grader who was withdrawn from the program because school officials placed him in kindergarten, or a child's program could not continue because the teacher couldn't complete the program. In very rare cases, a child may have been in the program 20 or more weeks."

North American Trainers Group (NATG) – This organization, whose membership includes all university trainers from the United States and Canada, provides leadership and high-quality, continuous learning for Reading Recovery educators.

Observation Survey of Early Literacy Achievement – This assessment, developed by Marie Clay, is used by classroom teachers and Reading Recovery teachers to inform their teaching. The survey is comprised of six literacy tasks: Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words, and Text Reading. The Observation Survey tasks have been reconstructed for the Spanish, French, and Maori languages. Students receiving Descubriendo la Lectura instruction are assessed using the Spanish version.

one-way mirror – Reading Recovery training uses a one-way mirror through which teachers observe colleagues working with children; the teachers put their observations and analyses into words, and through this process, they sharpen their observational powers and build new understandings to inform their teaching decisions. This one-way mirror is described in different ways among Reading Recovery professionals across the world. In New Zealand where Reading Recovery originated, this one-way mirror is called a *one-way glass screen*. In North America, though it is referred to as a mirror, the act of teaching before peers draws on the New Zealand origins, so teachers-in-training often refer to *teaching behind the glass*.

partial implementation – Partial implementation in Reading Recovery refers to the school's developmental stage when there is not yet enough teacher time to serve children who need intervention in order to learn basic literacy skills in the classroom.

professional development – see training.

random sample – A comparison group of children selected according to established scientific and statistical principles. Outcome data for random sample children are used to calculate average bands and to gauge the outcomes of Reading Recovery students against a reference group. Most of the random sample children are higher-level readers in fall of first grade than the Reading Recovery children. In addition to nationally defined and mandated random samples, university training centers, teacher training sites, and school districts may also study local comparison groups. These groups are selected in a variety of ways and for a variety of reasons, all of which involve comparing outcomes for children served by Reading Recovery against some locally significant reference population.

Reading Recovery – Reading Recovery is a highly effective short-term intervention of one-to-one teaching for low-achieving first graders.

Reading Recovery Council of North America – The Reading Recovery Council of North America (RRCNA) is a not-for-profit member organization serving Reading Recovery professionals, the educational community, children, and their families.

Reading Recovery plan – This is a long-range plan for Reading Recovery that helps chart a course toward full implementation and literacy for all children. The plan addresses topics such as expansion of coverage, diversified funding, teacher selection and training, continuing contact, staffing model, protection of teacher time, the Reading Recovery team, and more.

recommended action after a full program of 20 or more weeks – This designation is one of the status categories assigned to children as they leave the Reading Recovery program. The National Data Evaluation Center defines this status category as "a child who is recommended by Reading Recovery professionals for assessment/consideration of other instructional support at point of departure from Reading Recovery, after receiving a full program of at least 20 weeks. (Actions may include referral for a longer-term intervention, classroom support, etc.) Although the child did not meet criteria for discontinuing status, this category represents a positive action on behalf of the future support of the child."

99

Roaming Around the Known – For the first two weeks of a child's individual Reading Recovery lessons, the teacher works with what the child already knows without introducing new items for learning. During this time, the teacher watches and records what the child knows and works for fluency and flexibility in what is known.

Reading Recovery trademark – Ownership of the Reading Recovery trademark was given to The Ohio State University in the United States and to the Board of Governors of the Canadian Institute of Reading Recovery in Canada by the program founder, Dr. Marie M. Clay. Permission to use the trademark is granted royalty free but is contingent upon compliance with RRCNA's published standards and guidelines.

running record – Running records are an assessment of text reading taken as the child reads aloud from any text. "If running records are taken in a systematic way they provide evidence of how well children are directing their knowledge of letters, sounds and words to understanding the messages in the text" (Clay, 2000, p. 3).

school Reading Recovery team – The school Reading Recovery team meets regularly to engage in problem solving about the effectiveness and efficiency of Reading Recovery at the school level. Team members include Reading Recovery/DLL teachers, principal, first-grade teachers, kindergarten representative, second-grade representative (and all other grade levels serving former Reading Recovery students), special education and ESL representatives, Reading Recovery teacher leaders, and other appropriate personnel.

shared classroom model –This is one of several staffing models used to implement Reading Recovery. In this model, Reading Recovery teachers share a classroom. One teacher serves Reading Recovery students a half-day while the other teacher teaches their mutual classroom, usually a primary grade. Their roles then reverse the other half-day.

site coordinator – The site coordinator is responsible for overseeing and managing Reading Recovery implementation at the district level or, in the case of multiple districts, the consortium level.

small group model – This is one of several staffing models used to implement Reading Recovery. A Reading Recovery teacher teaches Reading Recovery students a half-day and works with several small groups of students focusing on literacy skills the other half-day. This model works best when the Reading Recovery teacher works alongside the classroom teacher.

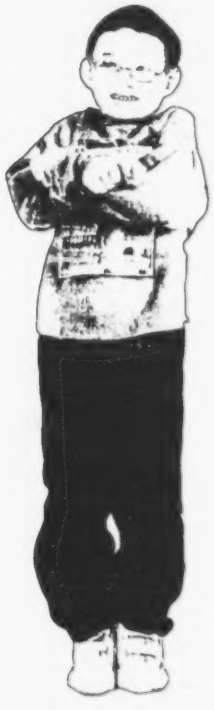
special education model – This is one of several staffing models used to implement Reading Recovery. The Reading Recovery teacher teaches Reading Recovery students a half-day and teaches in a special education program the other half-day.

Standards and Guidelines of the Reading Recovery Council of North America – The standards and guidelines for Reading Recovery inform and support the cadre of personnel who establish and maintain effective Reading Recovery and Descubriendo la Lectura sites. The title of the published document is *Standards and Guidelines of the Reading Recovery Council of North America* (third edition revised, June 2001). RRCNA Standards and Guidelines are also published on the Reading Recovery Web site, www.readingrecovery.org

status categories – Each Reading Recovery student is assigned a status category to describe the outcome at the end of their program. The five status categories are discontinued, recommended, incomplete service, moved, and none of the above. This outcome is reported to the National Data Evaluation Center and is used to evaluate program outcomes at school, site, state, and national levels.

teacher leader – A teacher leader's primary responsibility is to provide training and assistance to Reading Recovery teachers. Every teacher is assigned to a teacher leader who may work for a single large district or may work across districts. Teacher leaders may also work for centralized educational agencies with which schools contract for services. In addition to training and assisting teachers, teacher leaders also assist the site coordinator with implementation of Reading Recovery. During the training year and their first year as a teacher leader, teacher leaders teach four students daily. To be selected for training, teacher leaders must hold a master's degree and exhibit leadership potential. Teacher leaders have one full year of university training; they also teach four students daily and attend graduate-level classes, clinical and leadership practicums, and seminars in reading, writing, and adult learning theory.

training (or professional development) – Reading Recovery conducts ongoing training at three levels: university trainers, teacher leaders, and teachers. All active Reading Recovery professionals participate in continuing training and professional development as outlined in the Standards and Guidelines of the Reading Recovery Council of North America.



training site – Each teacher leader trains teachers at a local training site with space that has been adapted for training sessions. A one-way mirror is installed between a small room and a larger classroom. In the small room, a teacher can teach a lesson with one child while other teachers observe and discuss the lesson on the other side of the glass. After the lesson, all participants meet in a circle to discuss the lesson.

university trainer – University trainers are faculty members at established centers for training Reading Recovery teacher leaders. In North America, university trainers belong to the North American Trainers Group and abide by its code of ethics. University trainers have a full-year training program at one of these universities: The Ohio State University; Texas Woman's University; Center for Reading Recovery, Auckland, New Zealand; or University of London.

university training center – University training centers provide graduate education for Reading Recovery teacher leaders. For 2001–2002, North America has 23 university training centers. The Standards and Guidelines of the Reading Recovery Council of North America include requirements for university training centers. See the RRCNA Web site, www.readingrecovery.org, for a list of university training centers.

word vocabulary chart – Reading Recovery teachers prepare a weekly record of words that children can write accurately and independently. See sample word vocabulary chart, Appendix J.

CHAPTER 15

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Chapter 16

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